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ABSTRACT

This guide book of units designed to help teachers implement career or vocational orientation experiences for grades 7, 8, and 9 was developed by vocational teachers and revised in a workshop session. Broad areas include: (1) Self-Understanding for Success in the World of Work, (2) General Study of Occupations, (3) Exploring Occupations in Relation to Self, (4) The Decision-Making Process, (5) Making a Long-Range Training Plan, and (6) Procedures for Seeking, Getting and Keeping a Job. Each unit contains: (1) a teacher's section consisting of teacher objectives, suggested teaching activities, factors to consider, bulletin board and transparency ideas, and references, and (2) a student's section consisting of student behavioral objectives, a pretest, information section, and review questions. (SB)

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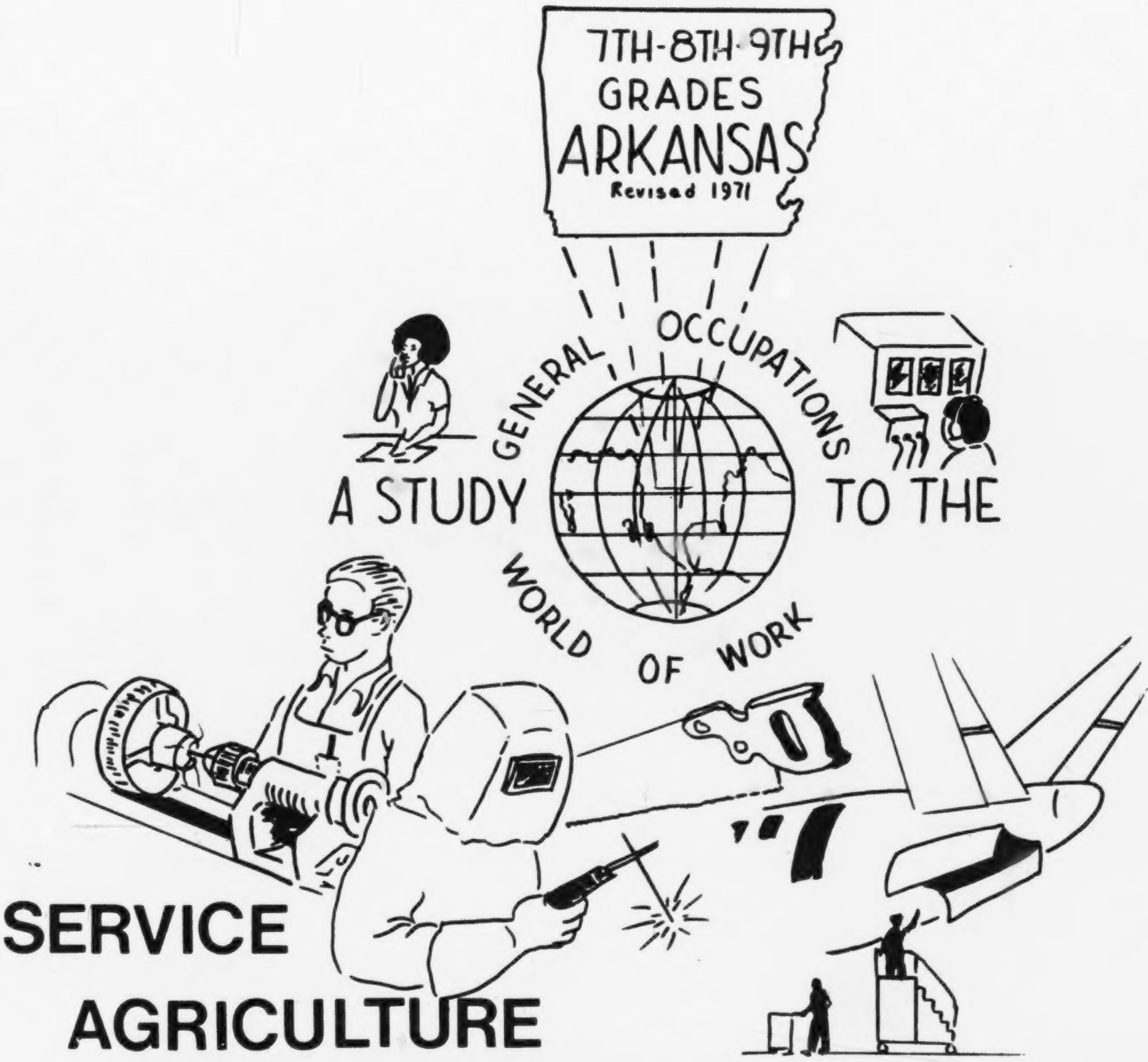
VOCATIONAL ORIENTATION

GUIDE


7TH-8TH-9TH
GRADES
ARKANSAS
Revised 1971
A STUDY
GENERAL OCCUPATIONS
TO THE
WORLD OF WORK

SERVICE
AGRICULTURE
MACHINE TRADES · PROCESSING
CLERICAL · SALES
BENCH WORK

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SEPTEMBER 1971

ARKANSAS GUIDEBOOK

FOR

VOCATIONAL ORIENTATION

A Cooperative Project

State Department of Education
Division of Vocational, Technical
and Adult Education
Little Rock, Arkansas 72201

University of Arkansas
College of Education
Department of Vocational Education
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FOREWORD

In recent years realization of the importance of providing individuals with an early introduction to the world of work has resulted in an increased interest in planning and implementing programs variously described as "vocational orientation", "vocational guidance", "occupational information" and "careers". Research supports the notion that systematic career development must begin, preferably at the elementary school level. This early beginning is essential in providing youth with a realistic understanding of self in relation to both the educational process and successful integration into the world of work. This point of view is in keeping with the expression by the National Advisory Council on Vocational Education that occupational orientation and preparation should begin at the elementary level and provide students with realistic insights into the world of work. This basic philosophy has been carried through to fruition in the provisions and interpretations of the Vocational Education Amendments of 1968 and the guidelines set forth in the State Plan by the State Board for Vocational Education in Arkansas.

Career development should be appropriately conceived as a pyramid offering a broad base of exploratory experiences at the elementary and junior high school levels and gradually narrowing to a decision point as the student acquires appropriate preparation for the next step beyond high school. Such a vocational development theme could serve as a common thread to unify the educational effort on all levels. Specifically designed and articulated activities can provide the student with a realistic understanding of self which can be translated to an intermediate goal of educational vocational choice and to the ultimate goal of vocational maturity.

This guide book has been prepared to assist teachers with career or vocational orientation for grades seven, eight, and nine. The key concepts of such a program represent both investment and involvement. An effective career orientation program cannot be "hung" on to an existing seventh, eighth, or ninth grade curriculum. The curriculum will require some adjustment and revision to accept career orientation as an integral and central part of that curriculum. It is not reasonable to effectively implement the concept of vocational orientation and continue to do all the things currently done in these grades. Some adjustment must be made in the curriculum to accommodate a meaningful program of instruction.

Concern for career education for students in the elementary, junior high, and high schools in Arkansas motivated those who contributed to the development of this guidebook. Such education can assist youth to become more aware of their occupational potential and of the opportunities that are open for developing this potential. Classroom activities, and experiences outside the classroom, must become relevant to the needs of youth of today. The classroom centered activities and instruction becomes relevant when students understand and accept the relationships between classroom and future occupational needs.

It is hoped that teachers of vocational orientation will use this guidebook as a basis for the selection of subject matter and learning experiences and that copies of To the Student will be available to each student. This guidebook is a source that may be of benefit to the teacher in preparing lesson plans, defining behavioral objectives, and as a guide to resource and reference materials.

The development of an effective program in vocational orientation is a dynamic and continuous process. The teacher is the key to the development of this process.

Fayetteville, Arkansas
September, 1971

Denver B. Hutson, Head
Department of Vocational Education
University of Arkansas

ACKNOWLEDGMENTS

This Guidebook on Vocational Orientation represents the efforts of many people. Homemaking teachers, vocational agriculture teachers, distributive education teachers, office occupations teachers, trade and industrial teachers, guidance counselors, and others contributed to the guidebook prepared in 1970 and grateful appreciation is acknowledged for their contributions which became a part of this revision.

This 1971 revision represents further effort by participants in a workshop held on the University of Arkansas, Fayetteville campus, June 21-25, 1971. The staff of the workshop included: R.C. Haynie, Vocational Teacher Educator, Arkansas AM&N College; Bill Johnson, Counselor Educator, Arkansas State University; Dr. Robert E. Norton, Vocational Teacher Educator, University of Arkansas; Dr. Lavern Penn Research Associate, University of Arkansas; and Richard Weathers, Graduate Assistant for the Arkansas Exemplary Project. There were 53 persons who participated in the workshop.

Material from the 1970 Guidebook on Vocational Orientation and materials prepared during the 1971 workshop provided the basis for the content of this guide. Editing of the materials was under the leadership of Dr. Lavern Penn, Research Associate in Vocational Education, University of Arkansas; with assistance by Virgil Carter and Richard Weathers of the Arkansas Exemplary Project on Career Orientation.

Dr. Denver Hutson and the secretarial staff of the Department of Vocational Education, University of Arkansas, and Dr. Lavern Penn, University of Arkansas, assisted in the selection of a format, reviewed the material, and completed the final revision of this guidebook. Appreciation is also extended to Buel R. (Buddy) Lyle, director of the Arkansas Exemplary Project, for his assistance and guidance.

Those who participated in the 1971 workshop included: A.C. Baker, Brinkley High School; Vernon M. Banks, Booker Junior High School, Little Rock; Mrs. Jack Bell, DeQueen High School; Paul Biegler, Watertown Independent Schools, Watertown, South Dakota; C.E. Bull, Hughes High School; Mrs. Margaret Blalock, Little Rock; Charles Brown, Forrest City; Tommie L. Brown, Holly Grove Middle School; Caleb V. Brunson, Lincoln High School; J.R. Buckner, Central High School, Lake Village; Mrs. Bernice Byrd, Southwest Junior High School, Little Rock; Larry Craver, Glenwood High School; Mrs. Carol Ferguson, Hartford Public Schools; Mrs. Linda Fullerton, Searcy Junior High School; Charles Grisham, Henderson Junior High School, Little Rock;

Jane Hart, Southwest Junior High School, Little Rock; Mrs. V.S. Henderson, Merrill Junior High School, Pine Bluff; Wilford Hicks, Strong High School; May L. Hirschy, West Side Junior High School, Little Rock; Dayton Holman, Wickes High School; Hazel Johnson, Fayetteville High School; Joe Keathley, Lonoke High School; Lynn Roe King, Pleasant Plains High School; Mrs. Billie Lassiter, Griffithville High School; Mrs. Lena Law, Mulberry High School; Eugene Lawrey, Poughkeepsie High School; Martin Logan, Pulaski Heights Junior High School, Little Rock; Morris Long, Magnolia Junior High School; Barbara Lucas, Hot Springs; Bobby Lum, Southwest Junior High School, Little Rock; Kenneth Matthews, Dyess Junior High School; Marguerite McCoy, Southeast Junior High School; Paul R. Miller, Judsonia Special School; Bobby Montgomery, Bradford High School; Freddie Orick, Stanford High School, Paragould; Willie Paige, Jr., West Side Junior High School, Pine Bluff; Carol G. Reed, Jacksonville Junior High School; Delano G. Robberson, Ola High School; Hubert Rogers, Bigelow High School; Joy Rogers, Sheridan Junior High School; Archie L. Sanders, Pine Bluff; W.F. Sawrie, Little Rock; William E. Shaneyfelt, Blytheville; Elizabeth Smith, Clover Bend High School; John Sutton, Little Rock; Robert Toney, Cale High School; Troy Walls, Clinton High School; Thomas E. Warner, North Little Rock; Charles E. Washington, North Little Rock; Gloria Wiggins, Little Rock; T.C. Wimbush, Wynne High School; Wallace Wortham, DeWitt High School; and Ronnie Love, Hot Springs Public Schools.

Special consideration is due Mrs. Margaret Jones, Mrs. Linda Nichols, and Mrs. Helen Young, secretaries in the Department of Vocational Education, University of Arkansas, for clerical assistance in the preparation of this guidebook.

Little Rock, Arkansas
September, 1971

Oswald Weise, Jr., Specialist
Vocational Orientation
State Department of Education

HOW TO USE THE GUIDEBOOK

You will note there are two parts to each unit in the guidebook. One, the teachers' section consists of: teacher objectives, suggested teaching activities, factors to consider, and a reference section. The second part consists of: student behavioral objectives, a pretest, the body, and review questions.

In order to most effectively use the guidebook the following is suggested:

TO THE TEACHER

1. First, reproduce sufficient copies of the student section and each page of the Appendix so that each student in your class will have one copy.

2. The transparency master between the teacher and student sections may be used in one of two ways: a) Reproduce copies -- one for each student -- and include it with the student section. Place an additional copy on your bulletin board during the time you are teaching the unit. b) If you cannot reproduce the transparency master for your students, you may place the guidebook copy on the bulletin board or use it on an overhead projector.

3. Take one complete copy of the guidebook and place it in a loose leaf notebook for your daily use as a guide in teaching the unit on vocational orientation.

4. Make available one Occupational Outlook Handbook for each five students in your class.

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CHAPTER I.

SELF-UNDERSTANDING FOR SUCCESS IN THE WORLD OF WORK

PURPOSE OF CHAPTER: This chapter is designed to provide information and activities that will help students take a general look at the factors of self-development required for success in any occupation as well as those characteristics required for living successfully in our society. Students will be able to compare and contrast their good or bad self-characteristics with each other, their parents, teachers, and others. They should be made aware that these characteristics of self are developed in a manner similar to learning to perform a skill, to work math problems, to speak English, or any other self discipline. Today is the time to start improving general self-development. Self-development never ends until death. The specific factors included in this chapter should be applied to specific jobs in Chapters III and IV. The teacher should make an effort to keep the student aware of his or her development of the disciplines studied in this chapter. Desirable or undesirable development depends on everyday practice in all endeavors. Devices such as interest inventories, attitude inventories, and observation can be used periodically to help teachers determine the progress of students toward the development of desirable characteristics.

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UNIT 1. LIFE AND DECISION-MAKING

PURPOSE OF UNIT: The purpose of this unit is to point out one of the most important reasons for studying vocational orientation; to help students become more efficient in using the factors involved in making a career choice. Techniques for making career decisions will be applied to the occupations explored in Chapters III and IV. In teaching this unit, every effort should be made to motivate the students by stressing the benefits to be gained from studying vocational orientation.

TEACHERS' SECTION

A. Teacher Objectives
   1. To help students become aware that they must make many important decisions.
   2. To help students recognize that decisions are sometimes difficult, but that problems faced squarely can usually be satisfactorily solved.
   3. To provide students with information relating to their self-development process.
   4. To make the students more aware of their unique characteristics.
   5. To provide the students with the necessary factors involved in making a decision.
   6. To provide students with information about themselves -- academic success, skill development, personality attributes -- which students can use in making a more realistic career choice.

B. Suggested Teaching Activities
   1. Ask each student to list some decisions he has already made. While one student is telling about a decision he has already made, have the others analyze the reasons given and place them under one or more of the following categories: meets a need, serves someone else, required by law, etc. After the analysis, lead the class in a discussion which illustrates how available information was used in making a decision.
   2. Ask a resource person to discuss how he made his career decision. Conduct the class using the procedure described in activity 1. (See Appendix A for preparation of speech.)
   3. Use films, filmstrips, and tapes when available.
   4. Ask students to analyze the steps and information used in making a recent decision about anything they have decided.
   5. Let each student select a job from the "Help Wanted" section of a newspaper, and attempt to justify his decision.
   6. Instruct students to fill out personal data sheets (Appendix B).

C. Factors to Consider
   1. Complete and accurate information is needed in order to make a decision.
   2. Decisions will not please everyone.
   3. Decisions may change at some later time.
   4. Steps involved in the decision-making process vary with the method chosen.
   5. Decisions are made to meet needs important to the individual.
   6. Once a decision is made it should be acted upon.
   7. Theorists have said that students go through a fantasy phase until about age 12; an exploratory phase until about age 18; and then they make decisions, which once made, tend to change very little.

D. References
   1. Vocational Guidance and Career Development, J.Peters and James C. Hansen, The MacMillan Company, New York, New York.
   2. Occupational Information, Hoppock, Third Edition, McGraw-Hill Book Company, New York, New York 10011.
   3. Exploring Home and Family Living, Fleck, Fernandez, and Munver, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
   4. Homemaking for Teenagers, Book I, Fifth Edition, Irene McDermott and Florence Nicholas, Charles A. Bennett Company, Inc., Peoria, Illinois.
   5. Teen Guide to Homemaking, Marion S. Barclay and Frances Champion, McGraw-Hill Book Company, St. Louis, Missouri.
   6. Introductory Homemaking, Aleene Cross, J.B. Lippincott Company, New York, New York.
   7. "Coming of Age, Problems of Teenagers", #234 Public Affairs Committee, Child Study Association of America.
   8. Handout material: Personal Data Sheet (Appendix B).
   9. "The Big Picture -- Choosing Your Career", Association Films, Inc., 1621 Dragon Street, Dallas, Texas 75207.
   10. "Who Are You", Visual Educational Consultants, 2066 Helena Street, Madison 4, Wisconsin.
   11. "The Road to Responsibility", Proctor & Gamble Company, 6th and Sycamore, Cincinnati, Ohio.
   12. M.P. Series: "Psychology for Living", "Facing Reality", "Habit Patterns", "Toward Emotional Maturity", McGraw-Hill Book Company, Inc., Tex-Film Dept., 330 West 42d St., New York 36, New York.

VOCATIONAL ORIENTATION GUIDEBOOK

TO THE STUDENT:

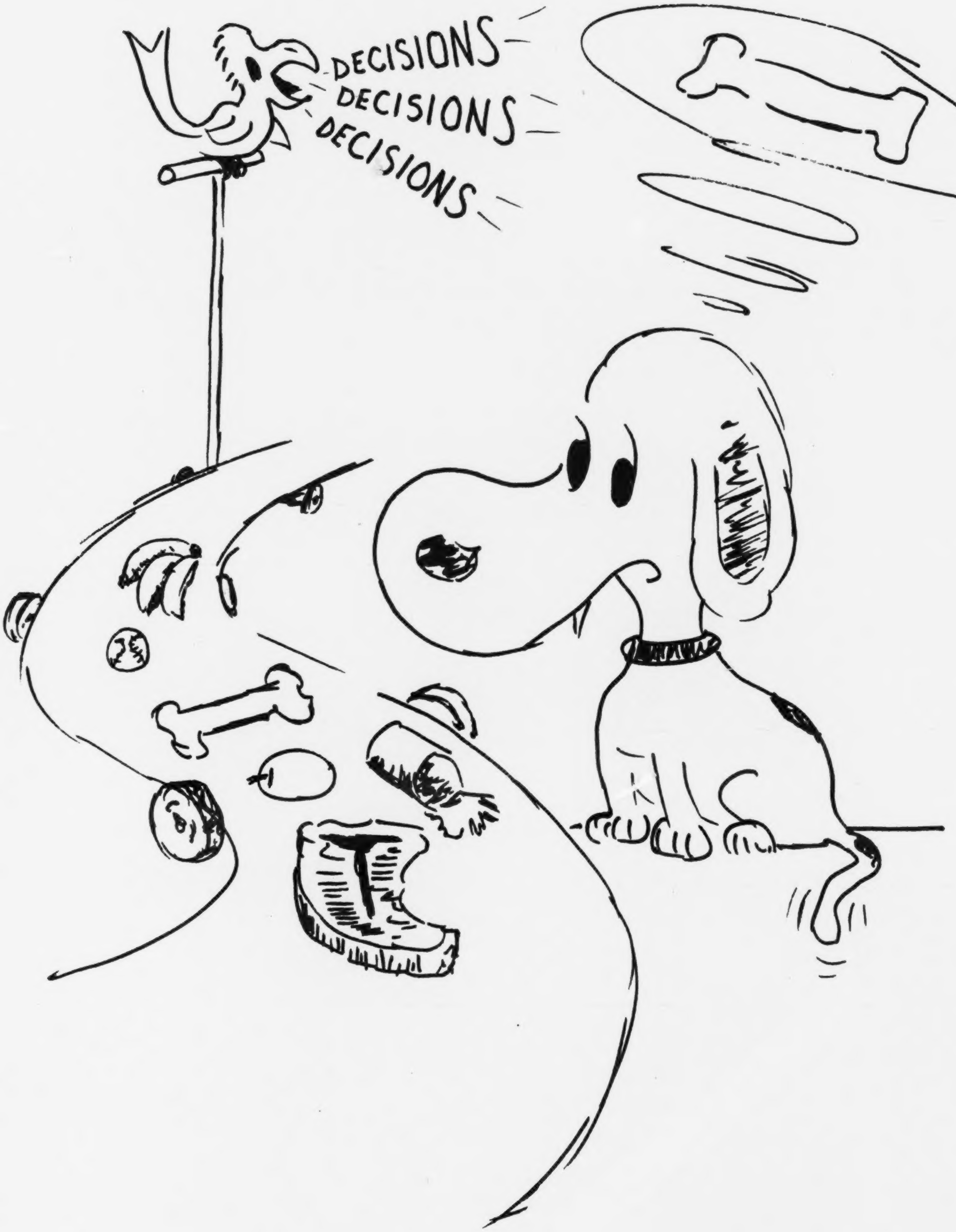
The 32 units in this guidebook are for your use as a guide to planning your future. The "World of Work", the jobs open to you, and the skills which you need to fill these jobs are rapidly changing. In order to be prepared to meet the challenges of the changing world you need your plan. Perhaps this guidebook will be of help to you in thinking about your future.

For your consideration three suggestions are made:

1. First, take the student section for each unit of the Vocational Orientation Guidebook and place this in a loose-leaf notebook. Use the materials as directed by your instructor.

2. Second, using the guidebook materials as a beginning, gather additional information from other sources and develop your plan for your future.

3. In addition to one and two above, you may wish to follow the outline for notetaking suggested in Appendix G and keep these notes in YOUR PLANBOOK.


DECISIONS
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DECISIONS

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STUDENTS' SECTION - UNIT 1

A. Student Behavioral Objectives

Upon completion of this unit, the student on a written test will be able to:

1. When provided case histories of two students his age, the student will correctly select appropriate vocational areas as judged by his teacher for the two students.
2. Identify four out of six important factors to consider when making a career decision.
3. List and define at least five characteristics of individuals which are unique.
4. Write a definition of the "decision-making process" that in the judgment of your instructor, indicates an understanding by the student of a need for decision-making and of the approaches that can be used in making decisions.
5. Correctly respond, on a 15-minute completion test, to 80% of the items relating to life and decision-making.

B. Pretest

Directions: On a blank sheet of paper, write the numbers 1-35. Read each of the following statements and indicate on your answer sheet whether you believe each statement to be true or false.

1. You are different from every other person.
2. The more you know about adolescent years, the more you will understand yourself.
3. Friendship is a mutual relationship.
4. Each individual's values and attitudes are alike.
5. Values are those things that are important to you.
6. Values and attitudes remain the same as we grow up.
7. Your values determine your attitudes.
8. Goals vary with individuals.
9. Our personal or physical traits are not inherited.
10. Personality traits are often influenced by our family.
11. Our family transmits our cultural patterns.
12. Our privileges grow as we grow.
13. Choice making is not a skill.
14. A person does not choose important values.
15. One needs to be aware of his values to make choices easier.
16. Two boys with the same goal always solve their problems the same way.
17. A past choice may have something to do with your future choice.
18. One choice may make another decision necessary.
19. No choice affects the balance of our resources.
20. Decision-making skill is increased with each choice.
21. Our knowledge grows as skills are gained.
22. Management skills become almost automatic as they are practiced.
23. Confidence results from successful decisions.
24. Confidence does not give you the security to make decisions.
25. Our routine should not be flexible.
26. All tasks require the same amount of time and energy.
27. Everyone has personal resources.
28. We do not use resources to obtain goals.
29. The process of using your resources is called management.

30. The more resources one has, the greater the process of management becomes.
31. New goals mean different choices.
32. Awareness of values makes choices easier.
33. We do not have priority goals.
34. Our goals affect our decisions.
35. Choice-making is a skill.

Answers:
1. T
2. T
3. T
4. F
5. T
6. F
7. T
8. T
9. F
10. T
11. T
12. T
13. F
14. F
15. T
16. F
17. T
18. T
19. F
20. T
21. T
22. T
23. T
24. F
25. F
26. F
27. T
28. F
29. T
30. T
31. T
32. T
33. F
34. T
35. T

C. Body

The following pages, as suggested material for use in teaching this unit, was taken from *A Task Oriented Course in Decision Making* by Eugene H. Wilson, Graduate School of Education, Harvard University.

Decisions - We all make many decisions every day of our lives. Let's look at a list of decisions. You'll probably find things you do without thinking of these as "decision-making behavior". You'll be able to see that decisions are an ever-present part of everybody's life. Some examples are:

1. What to have for lunch?
2. Which movie to see?
3. Studying or playing football after school?
4. Taking a date to the dance or going alone?
5. Whether to spend your money on new clothes or save it?
6. Spending the summer working, going to camp, or summer school?
7. Whether to take French, Latin, shop, or home economics in the ninth grade?

There are probably many more examples you could add to this list that would illustrate some common decisions you may make.

Actually it's encouraging to realize that we *are* capable of making decisions and that we *do* make them all day long. We can *make* things happen instead of just sitting back and letting things happen *to* us.

This Booklet - This was written to help you get the most out of your decisions by helping you improve your skills in making decisions. You can begin applying these new skills in planning your high school program.

It is very important that you realize that *you are* in charge of the decisions to be made. This booklet, along with your parents, counselors, and teachers, will give you some helpful ideas about how good decision-making occurs. They will also influence your decision, but the final responsibility is yours.

The Process - Decisions don't just happen. All decisions are the end product of a process of decision-making. In more common and automatic decisions we often aren't aware of this process at all, but in the more complicated and serious decisions, we do think and mull over our decisions.

The process of decision-making begins with your awareness of an approaching decision-point. In other words, you can see that the need for a decision will be arising at some future time. The end of the process is marked by acting upon one of the alternative courses of action. In between the beginning and end of the decision-making process, there are several activities that occur. There are Exploration, Evaluation, Choice, and Clarification.

So here is what the decision-making process looks like.

1. Decision-point
2. Exploration
3. Evaluation
4. Choice
5. Clarification
6. Action

We'll spend the next sections of this chapter describing these decision-making activities in greater detail.

Decision-point - A decision-point is exactly what it sounds like; it is a point in time at which you experience a need for a decision. The importance of a decision point varies from person to person and from situation to situation. What may be a very serious decision-point for one person may be quite commonplace and unimportant for another.

For example, John is taking his first trip to New York. His parents are going to let him decide how he wants to get there. What means of transportation will John decide upon? John is facing a decision-point. He must decide whether to take the train, bus, or plane. This is a serious decision for him. On the other hand, John's older sister Lisa goes to New York quite often. When she reaches the decision-point of choosing her means of transportation, she decides quickly and without much thinking since she has made the decision many times before. Lisa's decision-point was not such a serious one for her.

You probably experience a need to decide many times in the course of a day. Some of these decision-points are so common that you may not even be aware of having "made a decision".

For example, when you're getting ready for school and see that it has snowed during the night, you decide to wear your snow boots without too much consideration.

Other decision-points which you encounter may be very critical and may require lots of thought and planning. These decision-points cannot readily be worked out automatically. Knowing about how the decision-making process operates and gaining skills in decision-making will help you deal with these more important decision-points.

The need to select your program for the tenth grade is a decision you're facing now. You'll spend a good deal of time figuring out the courses that are best for you. So this is a decision-point that won't be worked out as quickly or automatically as the decision to wear boots when it is snowing.

Alternatives - When we talk about "alternatives" in decision-making, we mean nothing more than the courses of action available in that particular situation, to that particular person.

When you reach a decision-point, you'll stop to consider your alternatives. You'll decide which direction you will take of the directions available.

As John was deciding which way to get to New York, his alternatives were: bus, train, or airplane. Actually John had eliminated the alternative of going by car because he doesn't have a car nor can he drive.

If there is snow on the ground and you have to decide on wearing snow boots, you actually have two alternatives -- wearing boots or not wearing boots.

If you think about the decision-point of selecting your high school program, you'll realize that there are quite a large number of alternatives open to you. During this unit on decision-making, you'll have a chance to learn about these alternatives and about yourself, too, so that you can evaluate these alternatives in view of your own interests, abilities, and values.

The Decision-Making Process - Exploration - Exploration is the term we use to describe the initial activities of decision-making. The dictionary defines exploration in the following way: "traveling in a region previously unknown in order to learn about its natural features and its inhabitants." The way in which we talk about exploration is much like the dictionary definition. Instead of talking about just exploring the physical world, however, our kind of exploration includes the world of ideas, work, imagination, school, memory, and experiences. For this kind of exploring, you don't need to set out on a safari. You can explore from your school desk or arm chair.

So exploration in terms of the decision-making process is the activity which involves thinking about all of the possibilities related to a decision-point; a person is exploring when he thinks about the alternatives open to him in his situation.

Looking at our example then, you have a decision-point: selecting your tenth grade program. To explore the problem, the following kinds of questions may occur to you:

What subjects do I have to choose from?

What kinds of activities are involved in studying algebra?

What other activities are available at the high school in addition to courses?

These are the kinds of questions that are considered exploring. A good place to start exploration is with the requirements of the situation. The handbook on your high school or your guidance counselor will give you these requirements for your present curriculum decision. We'll spend the next chapter talking about different kinds of information as it relates to your decision.

Evaluation - Evaluation begins when you start making clear in your own mind what is involved in the alternatives open to you. A person is said to be evaluating the alternatives when he begins thinking of them in terms of his own special needs, abilities, interests, and values.

In evaluation you assess the advantages or disadvantages of each alternative and begin eliminating some of these as not being right for you. So your field of alternatives is being narrowed.

In terms of your decision-point, the following may occur to you in evaluation:

What if I choose math and science? What are the benefits?

In order to go to medical school, must I take Latin?

What are the advantages of the industrial arts course?

I think I'd like French, but how will I do?

In evaluation you'll probably be asking these kinds of questions. Most of them cannot be answered with too much certainty. You will want to utilize your own past experiences and those of others too. We'll give you ideas about how you can predict some things about yourself in relation to your school situation.

Choice - The next portion of the decision-making process we call choice. This is the point at which you have finished sifting and narrowing all the things that might be possible for you to do. So now you are ready to choose. Choice, in the special way that we use it, is still tentative and not at all final. Don't forget that all this is happening in your mind; you are thinking about what you are going to do. The real decision isn't made until you begin acting. Maybe we can make this special meaning for choice clear by an example. When you're playing checkers, you may think about your move for quite a while. When you finally "choose" which checker to move, you may move it, but leave your hand on it while you look around and make sure you have made the best possible move (or choice). And so it is with our particular meaning for choice. You think you know what it is you want to do, but you also want a chance to check it out.

Again back to your school situation. A student who is in the choice part of the decision-making process may be concerned about the following:

> I think maybe I want the technical program, but what will this mean to me in five years?
>
> I'm pretty sure that I want to begin French, but I still wonder if I should take Latin instead.
>
> Yes, I think I'm going to take college preparatory program, but I'm not positive.

Clarification - The last major area of the decision-making process is called clarification. If we go back to the example of playing checkers, clarification goes on while you look around and make sure you have made the best possible move. Actually, clarification means examining your choice to see if it is what you really want. At this time you will be able to assure yourself of your decision and get rid of any remaining doubts you may have about it.

Some kinds of questions you may ask in regard to your tenth grade planning in the clarification period are as follows:

> I am going to take the business major, but I guess I'll look at the courses again to make sure.
>
> I'll take two languages, but will it be too much for me?

We can see then that this period of clarification is readying you for action. Remember that no real decision has occurred until you begin to act. When you fill out your program for tenth grade, you will have actually made your decision. What you do after that will be considered as carrying out your decision. This will be what you do when you are taking the curriculum you have selected.

D. Review Questions

1. What procedures should be followed in making a career decision?
2. What assistance is available to help students make a vocational choice?
3. Can the decisions made by other people in similar situations be of value? Why or why not?
4. What is the most important decision you have ever made? Would you make the same choice now?

UNIT 2. DEVELOPING PROPER ATTITUDES

PURPOSE OF UNIT: This unit provides a means for students to see themselves in terms of the attitudes they have developed about work and to compare and contrast these attitudes with those required of workers in general. Students should be provided ways and means to develop proper and positive attitudes about others and work. The importance of developing disciplines outlined in this unit should be stressed. Self-evaluation of attitude development, as well as evaluation of each individual by the teacher, should be made periodically. These evaluations should be followed by reviewing exercises and activities to further develop proper attitudes. All teachers know the pleasant experience of working with students who possess proper attitudes and they also know the value that proper attitudes contribute to student achievement. Learning the elements of this unit are very important to the career development of each student.

TEACHERS' SECTION

A. **Teacher Objectives**

1. To provide opportunity for students to develop proper attitudes.
2. To make students aware of their own attitudes and how to develop this attitude properly, day by day.
3. To make students aware of the important role that attitude plays in success on the job and in living in a society.
4. To emphasize the fact that there is dignity in all work that is well done.
5. To stress the importance of positive attitudes toward work and help students realize that work can become a source of personal satisfaction as well as a source of income.
6. To stress the importance of developing and maintaining good relationships with employer and fellow employees.
7. To challenge students to develop and strengthen those personal qualities which are important to success in the world of work.

B. Suggested Teaching Activities

1. Review student objectives with the class.
2. Ask students studying this unit to take the pretest and score themselves on it.
3. You should make available to the students as many of the references and audio-visual materials listed in Part D. as possible.
4. Upon completion of Part C by the students, decide which of the suggested learning experiences with the help of the students, are of most interest to the students, and most practical in view of time available.
5. At your option, decide whether you want to review individually or as a class.

6. Give the students instructions as to how you want them to carry out any other assignments, if any.
7. Decide whether you want the students to take the post-test for this unit and so instruct the students.
8. Using a two-part panel of students, have one part of the panel show how the desire to earn develops within a person and the other part of the panel show why sharing pays a dividend to oneself. Have the panel summarize why earning and sharing are positive attitudes.
9. Ask each student to display something they have done that they feel good about or explain an accomplishment they have made.
10. Make a bulletin board of factors and/or things that constitute self-satisfaction and admiration. Contrast the right way and the wrong way to perform a skill.
11. Set up a simple job requiring two workers. Demonstrate how each worker can be considerate of the other in doing the job to be done. (See Appendix C for transparency material.)
12. Using a common service occupation, have students demonstrate various personality types, as they role play the service. Follow the demonstration with a discussion of the pleasant and the unpleasant features of the service. (See Activity #10).
13. Ask students to develop and write slogans on posters such as "A job worth doing is worth doing right."
14. Develop a list of words, phrases, or sentences that mean the same thing as dignity.
15. Sample presentation of attitude unit to orientation class: Organize a role playing situation using two students. Students are to imagine themselves as being two checkers working side by side in a grocery store. The class can imagine themselves as customers waiting to be checked out through the check stand. The time is during a peak rush hour for the store. The checkers are usually measured in three ways, speed, accuracy, and relations with customers. Checker A is superior in all three categories; he is the best in the store. At this point ask the question, "Does Checker A have everything he needs to be a star checker?" Both checkers are working hurriedly and suddenly Checker B runs out of sacks and calls out to Checker A to toss him a few. Checker A says out loud that he can come and get the sacks if he wants them. Have the class write how they would feel toward Checker A if they were Checker B. Have class discussion on the comments which are written down by the students. Try to lead the discussion toward the realization that a psychological barrier would arise between the checkers. Checker B would be embarrassed in front of his customers and as a result his speed and accuracy and relations with customers would probably deteriorate to a certain extent. Even though Checker A is superior in checking he has hurt overall productivity of the store because of a poor attitude. After the class discussion, go back and ask the students again if Checker A possesses everything he needs to be a star checker. Have students relate from any experiences they may have seen or been involved in similar to the one described above. Emphasize how one person's attitude can hurt overall productivity of a whole operation. This is only one way of presenting the attitude topic to an orientation class. It does get the students involved. Of course, this could be adapted to any situation or any industry.

Keep alert for situations that display poor attitudes among students in the class. Use these situations for practical application. (See Appendix D).

C. Factors to Consider
1. Desire to earn and share.
2. Desire for self-satisfaction and admiration of work.
3. Consideration and willingness to serve others -- public relations.
4. Developing dignity about work.
5. Developing positive mental attitudes.

D. References
1. Record or tape by Earl Nightingale on attitude, kit available through Programmed Learning Aids National, Inc., 1307 W. Markham, Little Rock, Arkansas 72201.
2. How to Win Friends and Influence People, by Dale Carnegie, Simon and Schuster, Inc., 1 W. 39th Street, New York, New York 10018.
3. Your Attitude is Showing, Science Research Associates, 259 Erie Street, Chicago, Illinois.
4. Your Attitude is Changing, Science Research Associates, 259 Erie Street, Chicago, Illinois.
5. Your Attitude and You, General Motors Information Service, can be obtained from nearest General Motors office.
6. Occupational Outlook Handbook, B.L.S., D. of L., Washington, D.C. 20200.
7. Succeeding in the World of Work, Kimbrell-Vineyard, McKnight and McKnight Publishing Co., Bloomington, Illinois.
8. Business Behavior, Allien R. Russon, Southwestern Publishing Co., Dallas, Texas, 3rd Edition.
9. Your Personality and Your Job, Daniel Sinick
10. "Liking Your Job and Your Life" - Filmstrip, D-102 671: Job Attitude Series, Guidance Associates, Pleasantville, New York, 10570.
11. "Why Work at All" - Filmstrip, D-106 318: Job Attitude Series, Guidance Associates, Pleasantville, New York, 10570.
12. What Employers Want, James C. Worthey, Science Research Associates, 259 Erie Street, Chicago, Illinois.
13. "Working Together" - Filmstrip, #5364, Arkansas State Department of Education Film Library, Little Rock, Arkansas 72201.
14. "The Influence of Attitude and Manners on Accomplishment" - Transparency, Mrs. Lena Bailey, 3-M Instructional Unit, Cat. No. 15-3528-5 p. 28.

DEVELOPING
PROPER ATTITUDES

18/19

STUDENTS' SECTION - UNIT 2

A. Student Behavioral Objectives

Upon completion of this unit, the student on a written test will be able to:

1. Identify from a list of acceptable and unacceptable attitudes at least 80% of the acceptable attitudes as judged by the instructor.
2. State at least five positive attitudes necessary for successful future employment as judged by the instructor.
3. List at least five negative attitudes that, in the judgment of the instructor, could cause the loss of employment.
4. Write a definition of a positive attitude that, in the judgement of the instructor, corresponds to the meaning in this unit.

B. Pretest

Directions: On a sheet of blank paper, write the question, skip a line, then write the correct answers as the questions states.

1. Define the term "attitude".
2. Define the term "dignity".
3. What is the difference between acceptable and unacceptable behavior?
4. List the most desirable attitudes required by an employer.
5. Choose one specific attitude and illustrate the importance of this attitude in a paragraph using a case study.

C. Body

The most important factor in job success is attitude. This is shown in the fact that the main reason young workers lose jobs is because of poor attitude. In fact, a recent study of beginning workers who had been fired showed that 80% lost their jobs because they could not get along well with other people. Getting along well with others does not just happen. It must be learned. Those who do learn to get along well with almost everyone are usually happier persons because people like them, they enjoy a greater feeling of job success, and they often receive higher salaries.

The study of physical anthropology has recently indicated that our behavior depends in part upon who our parents are. It is, to a degree, inherited. Much more important in the way we behave is what happens to us while we are growing up. The behavior we exhibit and the attitudes we develop up to graduation from high school usually carry over into adult life. They are with us both on the job and in social relationships. Basically, your attitude is your outlook on life. It is shown by the way you behave in the presence of other people. If you look at life as something exciting and worthwhile -- if you really enjoy life most of the time, your attitude toward other people will show this. You will be the kind of person who looks at the good side of things. If, on the other hand, you tend to see others -- and life in general -- as being unfair to you, then you probably don't like people very much. If this is you, you will be happy to learn that you can change. By practice, you can do a lot to become the kind of person who likes other people and whom others like. The younger we are when we begin to exercise some control over our own personalities, the more we can do toward becoming the kind of person we would like to be.

Behavior characteristics of those who have healthy, desirable attitudes are compared in the following chart with those who have negative or poor attitudes. If your behavior is similar to that described on the negative side, you should know that such behavior causes others to react to you negatively. If you can work on just one or two areas so that your behavior shows a desirable positive attitude instead of a negative attitude, the behavior of others toward you will change. People will like you better and you will like them better.

POSITIVE ATTITUDE	NEGATIVE ATTITUDE
Smiles easily	Rarely smiles
Willing to change his ideas, dress, behavior when appropriate	Unwilling to change
Able to see the other person's point of view	Unable to see the other person's point of view
Almost never complains	Complains about nearly everything
Accepts responsibility for mistakes	Blames others for own mistakes or shortcomings
Seldom criticizes others	Very critical of others
Considers what is good for or helpful to others	Thinks only of himself, "What's in it for me?"
When talking with another person, looks him in the eye - but does not try to stare him down	Unwilling or unable to look the other person in the eye

The following is from Your Attitude is Changing by E. H. Chapman, published by Science Research Associates, Inc. 1966.

Attitude - Key to a Better Personality

You often hear the work personality.

"Alice is just loaded with personality."
"Hank is a great guy. You can just feel his personality when he walks into a room."
"In that family Joe got all the brains, but Henry got all the personality."

What does it really mean?

It is especially confusing when people start talking about your personality. You naturally feel that you know your personality better than anyone else does. After all, you live with it every day. Others only respond to it. But because you are so close to your own personality, you may not understand it as well as you think. You may be too close to see it clearly.

For example, most people feel that Nancy has a wonderful personality. Her two best friends feel this way. They think she is fun to be around. When people first meet her, they seem to be impressed with her personality. Who is in the best position to understand her personality? Nancy or her friends?

Her friends, of course! Nancy may never really understand her own personality, and she shouldn't worry about it. And you shouldn't worry about understanding yours either. The important thing is to realize that you build relations with others through your personality. If you learn to make people like you, you'll have a good personality.

Here is a simple definition of personality that will help you:

> Personality is what people see when they look at you, what they hear when you speak, and what they feel in your presence.

For example, suppose you are going to a job interview. You want to impress the interviewer so that he will hire you. What would give him his impression of you? His impressions would come from what he could see, hear, or sense.

First he would notice your physical features and your clothes. First impressions come from what people see. And let's be honest -- some people tend to be a little critical. When people first look each other over, they tend to be rather skeptical.

An employer might notice the shape of your face, the way you smile, the color of your eyes and hair, and similar details. What he sees affects his decision about hiring you, because your physical features (and the way you dress) are part of your personality.

The next thing to impress him would be your voice -- that is, what he hears. Simply saying good morning, good afternoon, or just hello is enough to make an impression. What you say is often less important than how you say it. People can catch a lot from the tone of your voice. It tells how much confidence you have in yourself and whether you really want to work. The tone of voice creates a very important impression. A businessman discussing a job with you will be all ears.

Although physical appearance and voice convey personality, the employer's strongest reaction to you would depend on what he senses from your attitude. The way you look and sound would be important, but the big impression would depend on your attitude. Your attitude would be showing.

He would sense it.
He would feel it.
He would react to it.

Your attitude would tell more about you than anything else. That is why your attitude is the key to your personality. Your physical appearance is important; your voice is important; but your attitude is the key.

Just as a key opens a locked door, a positive attitude can open a door of opportunity. If you have a positive attitude, you will favorably impress an employer. But if you do not, you will make a bad impression and you will not be hired.

Attitude and personality cannot be separated. They come in the same package. Your attitude shows more about your personality than anything else does. Your positive attitude (more than anything else) can create the favorable impressions you need to make.

Look at it this way: A beautiful girl loses much of her beauty when she has a negative attitude. On the other hand, a very plain girl can be very pretty when she has a positive attitude. As you probably know, most attractive girls would not win beauty contests. They are attractive because they have developed positive attitudes.

The same is true of young men. A handsome young man can remain unpopular because of his negative attitude. Yet a plain-looking young man can become very popular if he develops a positive attitude.

Here are some facts: A person can do only so much about his physical appearance. Of course he should do what he can, but there is a limit. The same is true about one's voice-only so much can be done. But there is no limit on improving an attitude. Everyone can become more positive. And, just as friends notice improvements in physical appearance, they would also notice a positive attitude -- even more quickly than you think.

Of course, it's one thing to have a positive attitude, and it's another to show it. You probably have a positive attitude. But do you hide it? You may have a wonderful personality, but nobody will ever know it unless you show it.

The first smile is the hardest, and sometimes it must be forced.

Many people have a warm, pleasant personality, but they don't share it with others. They seem to save it for special friends. Maybe they are afraid they'll wear it out if they use it too much.

Actually, many people don't know how to share their personality with others, even though they want to. In most cases they are afraid to be friendly. If you feel that this fear is part of your problem, ask yourself these questions:

Am I stopped from being friendly to a stranger because I am afraid he won't be friendly back?

Am I afraid to be introduced to strange people because I think they will ignore me?

Do I feel strange about going up and introducing myself to a stranger?

If you answer yes, you are a normal person. These are all natural fears. Everyone has them. You wouldn't be normal if you didn't care about how people might respond to you. Everyone has to use his positive attitude to overcome his natural fears.

Harvey is a good example of what we are talking about. Harvey is almost twenty. He lives at home with his mother and sister. When he was younger, many of the kids made fun of him because he was shy and awkward. Physically he was about average, but he was very poor at playing games. He had a poor complexion and, to make things worse, he had to wear glasses.

Although Harvey was polite and pleasant when people talked to him, he didn't have the confidence to approach others. He always waited for others to talk to him. He was bashful.

On three separate days, Harvey was given a chance to apply for a job, but each day he failed to keep his interview appointment. He walked up and down in front of the buildings, but he didn't have the confidence to go inside.

Although no one had made fun of Harvey for a long time, he was still afraid they would try. His fear kept him from taking the first step.

One day, after talking to a friend of the family, Harvey made up his mind to start being more friendly. He began to walk up and talk to people. He promised himself that he would keep doing this until he had gotten rid of some of the fear he felt inside. He would keep trying no matter what happened.

So Harvey started being the first to say hello. He started smiling. He forced himself to start conversation. He began to do his part.

It was awkward at first.

But slowly his fear disappeared. Soon Harvey made the most important discovery of his life. He learned that his fear became weaker as his positive attitude became stronger. For a long time he had wanted to be as outgoing as others, but first he had to lose some of his fears.

Fear can keep a positive attitude locked inside a person.

Slowly, over a period of months, Harvey became more confident. Soon, because he was no longer afraid of others, he was releasing his positive attitude. He had had a positive attitude all the time, but he hadn't had the confidence to express it.

Personality is complicated, but you don't need to understand it fully. All you need to do is try to make a good impression on others. If you succeed in that, you have a good personality. Here are some tips that will help you:

TIP 1. Always make the most of your appearance.
If you are sloppy on the outside, people won't bother to find out what you're like inside.

TIP 2. Remember that the way you talk is important.
What you say is only as important as how you say it (and sometimes it is less important). Show enthusiasm in the way you talk, and think less about the words you use.

TIP 3. Don't worry about the word "personality".
There is no magic about it. If you favorably impress others, then to those people you have a good personality. Your personality is what others see, hear, and sense about your attitude.

TIP 4. Let your positive attitude show.
You have a positive attitude inside -- but nobody will ever know it unless you use it.

If you have the key to a door, you can open it and find out what is inside. If you have the key to a secret message, you can decode it and find out what it says. Your attitude is the key to your personality. It lets you unlock the best in yourself.

SOMETHING TO TALK ABOUT

Sam Makes a Discovery

Sam had very little going for him in appearance, and he worried about it. He was small and bony. His pinched face didn't have very good features. Sam never looked in a mirror, because he didn't like to see himself.

One day he decided that he couldn't count on appearance to give him a good personality; the only thing to do was work on his attitude. He decided to make the most of it.

He resolved to be pleasant to others, and he worked at it. He looked for the best in other people and in his job. He soon found out that people did not consider his looks as important as he had thought. He learned that people liked his personality.

In your own words, give some reasons why Sam's discovery is not surprising to you.

D. Review

1. What is the most important factor in job success?
2. Can proper attitudes be learned?
3. Can attitude be defined as your outlook on life?
4. List five good attitudes.
5. What is personality?
6. Can attitude and personality be separated?
7. Is personal appearance a part of personality?
8. What attitudes contribute most to your personality?
9. What attitude factors are necessary for success in your chosen occupation?
10. What personal attitudes do you possess that may cause failure or success?
11. How can you develop a proper attitude if you do not have it at present?

UNIT 3. DEVELOPING SKILLS

PURPOSE OF UNIT: Students should be aware of the various kinds of skills and of the fact that they as potential employees must develop at least the minimum skills required by the career in which they are interested. All jobs require certain skills, but all jobs are not classified as skilled jobs. The skill developed by an individual is the base on which the individual develops self-confidence and consequently controls the rate of self-development.

TEACHERS' SECTION

A. Teacher Objectives
   1. To help students identify and become knowledgeable of the several different kinds of skills.
   2. To help students recognize and pursue natural abilities (opportunities) along with skills they have developed.
   3. To guide students in adapting their skills through education to the careers for which they are best suited.
   4. Help students become aware of the skills that employers look for when selecting applicants.
   5. To help students establish the goal of developing themselves to the maximum of their potential.

B. Suggested Teaching Activities
   1. Compare salaries of people in different professions using various skills.
   2. Obtain the services of resource people in each of these different areas. (See Appendix A. Always prepare students for the speaker and the speaker for the students.)
   3. Identify students whose parents or other relatives work in these areas.
   4. Make a list of occupations and have the class classify them correctly.
   5. Ask students to use the "want ads" section from local papers to list occupations in these areas and discuss the different kinds of skills related to each.
   6. Discuss former students, their jobs, skills, advancements, etc.
   7. Set up a mirror and arrange a piece of cardboard or plywood so that a person's hands and pencil are covered and he can see what he is drawing or writing only by watching his hands and pencil in the mirror. Using a mimeograph or duplicator, make enough copies of a large star so that each of several students can make six or eight trials at tracing the star.
      Ask each subject to trace the star without allowing his pencil to cross any of the lines, while he guides his movements by watching the reflection in the mirror. Because the mirror

image is reversed, the subject must make movements that are different from those he would ordinarily make in response to the visual cues. Give each subject six or eight trials. Make a learning curve for each subject by plotting the number of errors against the trials. Plot a point for each trial, at the correct spot to indicate the number of errors made on that trial, and then connect the points to form the curve. Note the similarities among the curves for the different subjects. The curves slope in the opposite direction from the typical learning curves. Why?

8. Arrange to study the next unit with another student. Before beginning to study, plan your study time to give each of you maximum time to recite to the other. When you have completed your study, review the material without the book. Do you feel this is a more efficient way to study?
9. In your home, school, and neighborhood find examples of errors in the design of machines or equipment which would be likely to call up old conflicting responses.

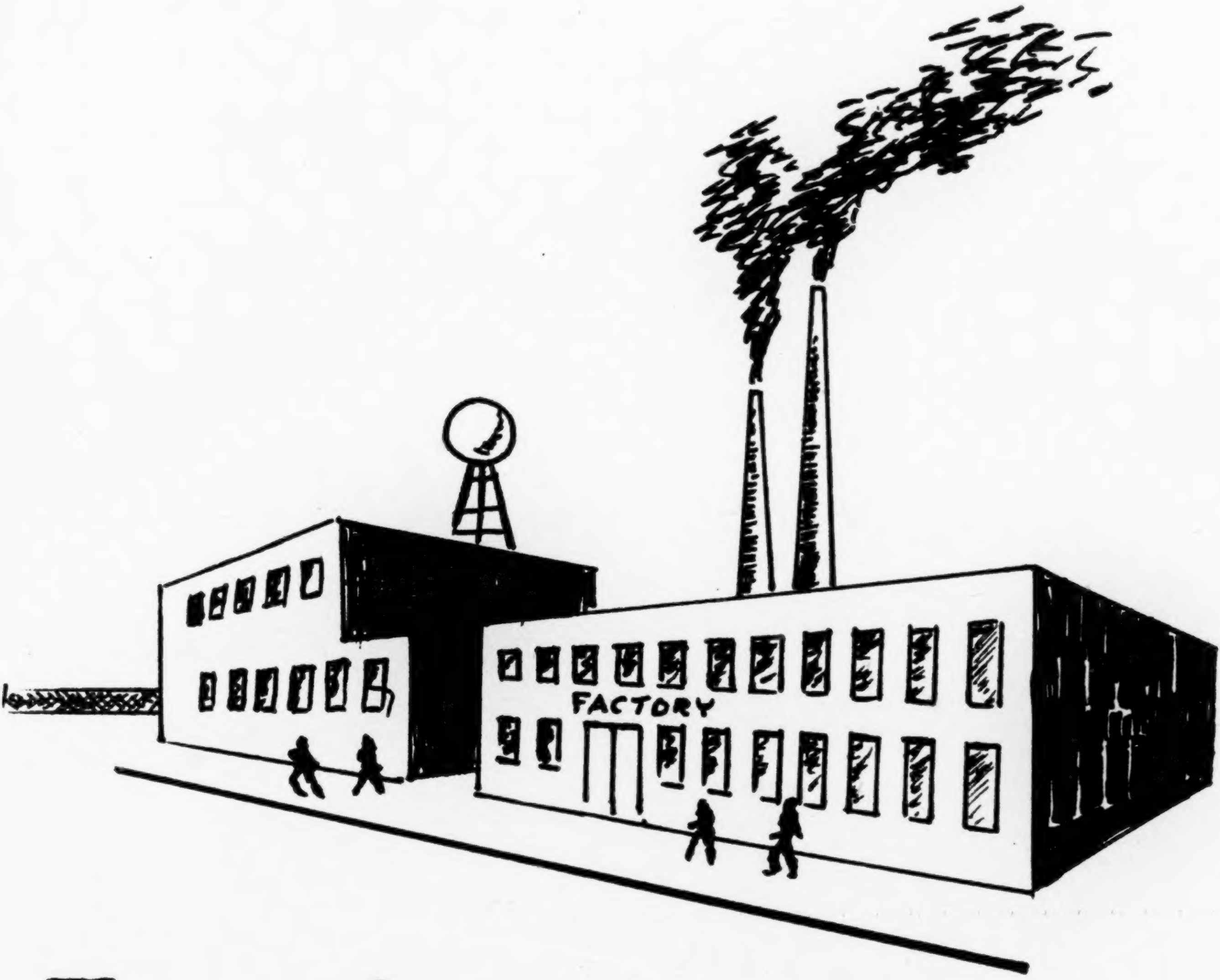
C. Factors to Consider

1. Personal - those things (skills) about a person that make him different from another person.
2. Manual and Mechanical - (a) non-research type activities, (b) found in such areas as construction, manufacturing, agriculture, forestry, fishing, processing, benchwork, and similar occupations, (c) concerned with physical activities.
3. Academic - involves leadership and scholastic skills in specific jobs such as teaching.
4. Clerical, Sales, and Service - (a) involve skills in one or more areas, such as attending to the needs of others, using persuasion to sell a product, or following directions of others, (b) judgment in dealing with others and following accepted procedures important in these occupations.
5. Professional, Technical, and Managerial - (a) Technical - involve skills that require a combination of scientific knowledge and specialized knowledge, or training in some specific aspect of technology. (b) Professional - skills require either college degrees or other experience of such kind and amount to provide a comparable working knowledge. (c) Managerial - involve working with people in planning, supervising, and coordinating the activities of an enterprise, either in accordance with specified policies and principles or by one's own initiative and authority.

D. References

1. You and Your Abilities, John and Katherine Byrne, Science Research Associates, 259 Erie Street, Chicago, Illinois.
2. Dictionary of Occupational Titles, Bureau of Employment Security, U.S. Department of Labor, 1371 Peach Tree N.E., Atlanta, Ga. 30309.
3. Film: "You Can Go A Long Way" 1961 b/w, #5814, State Department of Education Film Library, Little Rock, Arkansas 72201.
4. Film: "The Empty Lot", 1961 b/w, State Department of Education Film Library, Little Rock, Arkansas 72201.

COMPLETE YOUR TRAINING



THEN GET YOUR JOB

STUDENTS' SECTION - UNIT 3

A. Student Behavioral Objectives
Upon completion of this unit, the student on a written test will be able to:

1. Write a definition of "skill" that, in the judgment of your instructor, corresponds to the meaning in this unit.
2. Identify two of the three ways learning is said to occur as stated in this unit.
3. List at least five things that distinguishes skilled behavior as judged by your instructor.
4. Correctly respond, on a 15-minute completion examination, to 80% of the statements concerning skill development as presented in this unit.

B. Pretest and Post-Test
There are many reasons to administer both pre- and post-tests. They are an important part of any unit of study, however, due to the variation in amount of time and materials that may be covered by those classes using these units, it is felt that the teacher would be the best qualified to develop pre- and post-tests for many of these units.

C. Body
Skills or habits develop in many ways. Learning, the development of skills and habits, is sometimes divided into trial and error learning, conditioning (sometimes referred to as habit), and insight (a sudden understanding of a problem).

Perhaps the most important learning is that which centers about our jobs, professions, hobbies, and other behaviors which are developed, shaped, and refined through continuous practice. These complicated activities we designate as "skills". The term "habit" refers to simple bits of behavior.

The skilled person is adaptable. He can operate at fast or slow speeds and under strange or distracting circumstances. A skilled behavior is deliberate and requires careful attention, while a habit is more automatic and requires little thought. Each of us has some skill. A physician is said to have medical skill; a lawyer, legal skills; an automobile mechanic, mechanical skills.

The most important way to know that an act is a skilled act is to look at the end product. If a carpenter builds a house whose doors fit properly, whose woodwork is finished smoothly, and whose joints are all but invisible, we are likely to regard him as a skilled carpenter. If, on the other hand, the doors are difficult to close and the joints fit together unevenly, then we are likely to say the carpenter is unskilled.

It is generally agreed that students don't care to learn nonsense material and that many students look upon the work in their school courses as nonsense material. Material to be learned effectively must be made meaningful. Teachers know that learning is made easier when the student knows what he is studying and why and how the material he is trying to learn fits into the course and what value the course has for his future job or skill development.

A study by A. I. Gates, "Recitation as a Factor in Memorizing", showed the following which illustrates the importance of participation or becoming active in skill development, in this case memorizing.

Recitation as a Factor
in Memorizing

Per cent of time spent reading	Per cent of time spent reciting	Amount learned (nonsense syllables)
100	0	35%
80	20	50%
60	40	54%
40	60	57%
20	80	74%

Since skill development of any kind requires knowledge, and since participation makes learning occur more rapidly, active participation helps us to develop our skills to their fullest.

D. Review
1. Imagine yourself as an employer in a certain type of business. Describe the type of employees you would look for.
2. Select an occupation you have some interest in and determine:
    (a) What skills and other qualities do you currently possess which would be important to success on this job?
    (b) What skills do you need to develop?
    (c) Where might you develop these skills?
3. What do manual skills involve? (Could substitute mechanical, clerical, sales, service, professional, specialized, scientific, managerial, academic.)
4. List some abilities and traits involved in personal skills.
5. Be ready to demonstrate some skill you now possess and let the rest of the class identify the type of it.

UNIT 4. PERSONAL CHARACTERISTICS

PURPOSE OF UNIT: Students should be able to understand what constitutes a personality and have an opportunity to study, compare, and contrast their personal characteristics with each other and other people. Personal characteristics studied in this unit should be applied every day, and an acute awareness of their importance to successful employment should be developed. Personal characteristics will play an important role in almost any occupation that may be selected as a career.

TEACHERS' SECTION

A. Teacher Objectives

1. To help students gain an understanding of the relationship between personality and job opportunity, to appraise their own personal qualities, and to challenge them to develop and strengthen those qualities which need developing and strengthening.

B. Suggested Teaching Activities

1. Describe some very strong like or dislike that you are aware of in yourself. Search your memory and write a brief explanation of your current attitude in terms of early experiences which you believe were important in shaping that attitude.
2. Make a list of common activities that would be regarded as "undirected activities", as "directed and/or organized behavior", and as "adjustmental behavior".
3. Obtain a white rat from a pet store. Place food in the rat's cage but cover it with a small flower pot, the kind with a hole in the bottom. This makes it possible for the rat to smell the food without letting him get at it. Note the method that he employs in attempting to get at the food. Do not deprive the animal of food for too long.
   Hide a candy bar from a student in the classroom. Ask him to find it. Note the method he employs in seeking out the candy's hiding place. In what essential way are the rat's and the student's behaviors similar?
4. Bring some puzzles to class and have students attempt to solve them while they "think out loud".
5. Write a brief essay describing how you go about deciding what to wear to school, or how you pick out the foods that you decide to have for lunch in the school cafeteria.
6. Make a list of activities that are going on in our bodies that are clearly physiological actions.
   List some clearly psychological activities.
   List some activities that are in the borderline area between physiological actions and psychological actions.
7. Describe someone you know whom you admire. Tell why you admire him/her.

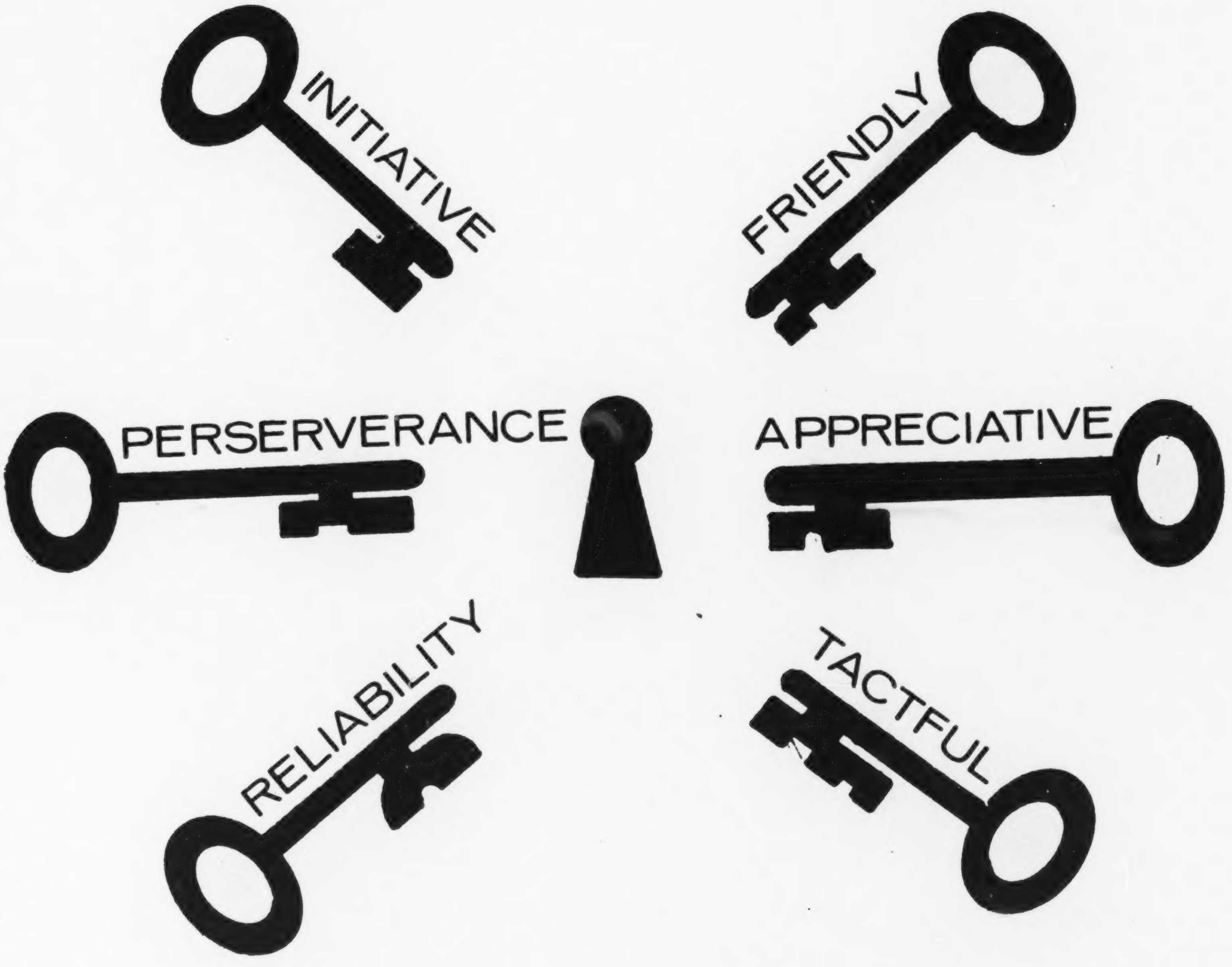
8. Work in groups to compile a list of the ten most important personality traits.
9. Dramatize and discuss: How to lose a friend
   How to have no friends
   How to pay a compliment
   How to receive a compliment
   How to make people feel comfortable
10. Select an occasion you might attend. On an 8½" x 11" paper glue a picture of each piece of clothing taken from a catalogue that you would wear to the occasion. Attach a mail order blank giving the cost of each.

C. Factors to Consider
1. Many factors make up one's personality: (a) initiative, (b) perseverance, (c) reliability, (d) sense of humor, (e) enthusiasm, (f) manner of dress, (g) promptness, etc.
2. Desire for self-improvement.
3. Desire to exhibit honesty.
4. Importance of safety awareness.
5. The desire to be included in normal and sane functions of society.

D. References

1. The Job Ahead, Herman R. Goldberg, New Rochester, Occupational Reading Series.
2. Your Personality and Your Job, David Sinick, Science Research Associates, 259 Erie Street, Chicago, Illinois, 1960.
3. Explaining Your Personality, William E. Henry, Science Research Associates, 259 Erie Street, Chicago, Illinois, 1952.
4. Business Behavior, Allien R. Russon, Southwestern Publishing Company, Cincinnati, Ohio, 1964.
5. Successful Living, Eleanor M. Peterson, Allyn and Bacon, Inc., Dallas, 1959.

Do you have the keys to a good PERSONALITY ?


INITIATIVE
FRIENDLY
PERSERVERANCE
APPRECIATIVE
RELIABILITY
TACTFUL

STUDENTS' SECTION - UNIT 4

A. Student Behavioral Objectives
Upon completion of this unit, the student on a written test will be able to:
1. Identify two of the three activities in which man engages as presented by this unit.
2. Write an essay that, in the judgment of your instructor, shows that you understand the relationship of heredity and environment to development of personal characteristics.
3. Write an explanation that, in the judgment of your instructor, shows an understanding of a difference between the psychological and physical environment.
4. Correctly respond on a 20-minute completion examination, to 80% of statements concerning personal characteristics as presented in this unit.

B. Pretest or Post-Test
Directions: On a blank sheet of paper write the numbers 1 to 30. Read each of the following statements and indicate on your answer sheet if you believe the statements to be true or false (T or F).
1. Personality is fixed, therefore, an individual can do little to improve his personality.
2. In selecting clothes, simplicity is smart for all occasions.
3. When you are a dinner guest, start to eat the minute you are served.
4. When you look and feel your best, you are more poised and confident.
5. Initiative, tact, and reliability are keys to a successful career.
6. Ill manners, untidiness, selfishness, and indifference will affect your ability for securing a job.
7. Procrastination is getting the job done immediately.
8. Your values are those things that are important to you.
9. A goal is your purpose or aim.
10. A carefully selected wardrobe will have little effect on your personal development.
11. To have friends, you must first be a friend.
12. Once you become friendly, you will always have friends.
13. Everyone has a personality.
14. A clean and neat appearance will help you overcome your shortcomings.
15. Community customs, occasion, and the amount of money you have are factors to consider in selecting clothes.
16. Antiperspirants lessen the flow of perspiration and should not be used by young ladies.
17. Shyness is not a handicap in securing and keeping a job.
18. Values are your purposes or aims in life.
19. Personality is a total of all qualities, traits, and characteristics of an individual.
20. Physical well-being has little effect on your choice of a career.
21. Cosmetics are necessary grooming supplies.
22. Posture can reflect the mood of a person.
23. Your emotional health affects your ability to be attractive.
24. Your values and your standards affect your behavior.

25. Carelessness is a habit.
26. A person who is appropriately dressed is also attractively dressed.
27. Responsibility involves taking action without being told.
28. Involvement usually enhances relationship with others.
29. Appropriate dress on the job increases employability.
30. The three activities of man are physical, biological, and psychological.

Answers:
1. F
2. T
3. F
4. T
5. T
6. T
7. F
8. T
9. T
10. F
11. T
12. F
13. T
14. T
15. T
16. F
17. F
18. F
19. T
20. F
21. T
22. T
23. T
24. T
25. T
26. F
27. T
28. T
29. T
30. T

Assignment: With the help of the teacher and other members of the class, select and carry out as many of the suggested experiences given in part D as possible.

Take the post-test for this unit if decided by the teacher.

C. Body

Our personal characteristics have developed through all the experiences we have had. There are three kinds of experiences or actions that occur. A pool ball may serve as an illustration of a physical action. If a pool ball is struck by another ball, its speed and direction and the distance it will travel are determined by the speed and the point of impact of the ball striking it. A baseball can go only as far as it is hit and can go no farther by itself. A human being is a physical object in that he can be pushed, dropped, and lifted, but he is much more.

There are biological actions or activities. A big difference between physical objects and living things is that physical objects act only when something acts on them. Living things are constantly active. The processes of life are going on all the time. A plant growing in a flower pot must have water and sunlight in order to live. It not only is acted upon by the sun and water, but it acts on them as well. A plant not in the sunlight will turn toward the sun and even the simple amoeba is capable of movement. Man, of course, is much more free in his movement and man is active in acting upon factors in his environment — he builds houses to keep warm, etc.

Man's difference is greatest when we look at his psychological behavior. Psychological behavior relates to behavior of the mind. Thinking is said to be a psychological activity. Man can think because he can "store up" information to use in the psychological activity, thinking. Learning to speak French would be an example of psychological activity. Man can modify or inhibit his behavior. He can change his behavior. If an individual is riding in a car, his behavior is different when he sees a train approaching the crossing than the individual driving the car. The one riding in the car inhibits or restricts his behavior if he knows the driver sees the train approaching. Certainly all of us when we eat don't begin grabbing food no matter how hungry we may be; we wait until it is our turn to be served -- we inhibit our behavior. The extent and kind of restriction we put on our behavior is one of the important determiners of our personal characteristics. Persons who study the science of behavior study a course call psychology.

Our personal characteristics develop from the three activities that have been mentioned: physical, biological, and psychological. Another important characteristic which affects our personal characteristics is heredity. Heredity is the transmission of characteristics from parents to children. Gregor Mendel, a monk of Brunn, in what is now Czechoslavakia, performed experiments with peas. He found that dwarf peas pollenized by itself sometimes produced tall peas. It is this unusual occurence which produces some of the unusual personal characteristics of individuals.

D. Review

1. How do your personality traits affect you as a student? How are personality traits developed? Will good personality traits help pay for a car or a home? Explain. Will they help to get others to do something for you?
2. How does a person hurt himself when he tries to get by with as little work as possible on the job? In school?
3. How can one improve his personality?
4. What do people think about those who are willing to work? Those who are able but unwilling to work? Who provides a living for those who are able but unwilling to work?
5. How do your personality traits compare with those described as needed for successful employment?

UNIT 5. THE IMPORTANCE OF DEVELOPING GOOD HEALTH HABITS

PURPOSE OF UNIT: Although health habits are certainly part of one's personal character development (Unit 4), the topic of good health habits is important enough to justify listing it as a separate unit of study. One might, however, consider it a continuation of Unit 4. Establishing and maintaining good health habits will result in personal, social, and financial rewards. Students should realize that all occupations require some degree of physical fitness and good health habits.

TEACHERS' SECTION

A. Teacher Objectives
   1. To provide the student with an understanding of the health requirements of various jobs.
   2. To understand the importance of developing good health and safety habits.
   3. To help students appraise their own physical characteristics and to seek ways of correcting and preventing physical deficiencies.

B. Suggested Teaching Activities
   1. Introduce unit by using the following ideas: What is good health and why is it important in securing a job? How does your physical health relate to your personality?
   2. Use the objective pre-test for motivation. Leave space for student participation and thinking.
   3. Discuss food habits and food needs. Show how what we eat affects body in different ways. Activity could be a daily intake chart. Start class with discussion of this each day.
   4. Discuss exercise and how it affects our body. If possible, have a specialist show some exercises.
   5. Brainstorm who is an interesting man and an interesting woman who works. Be positive with teacher remarks.
   6. **Have "hands on" experiences on how to have clean, well-groomed hands and clean hair and faces. (If girls, show how to apply make-up.)**
   7. **Show how your physical and mental attitude affects your securing a job and keeping it after you secure it.**
   8. **Conduct a panel discussion -- pro and con on drugs, cigarettes, alcohol, etc.**
   9. **Have students evaluate themselves for physical fitness for a given job. (See Appendix E.)**
   10. **Use charts recommended for testing vision.**

C. Factors to Consider

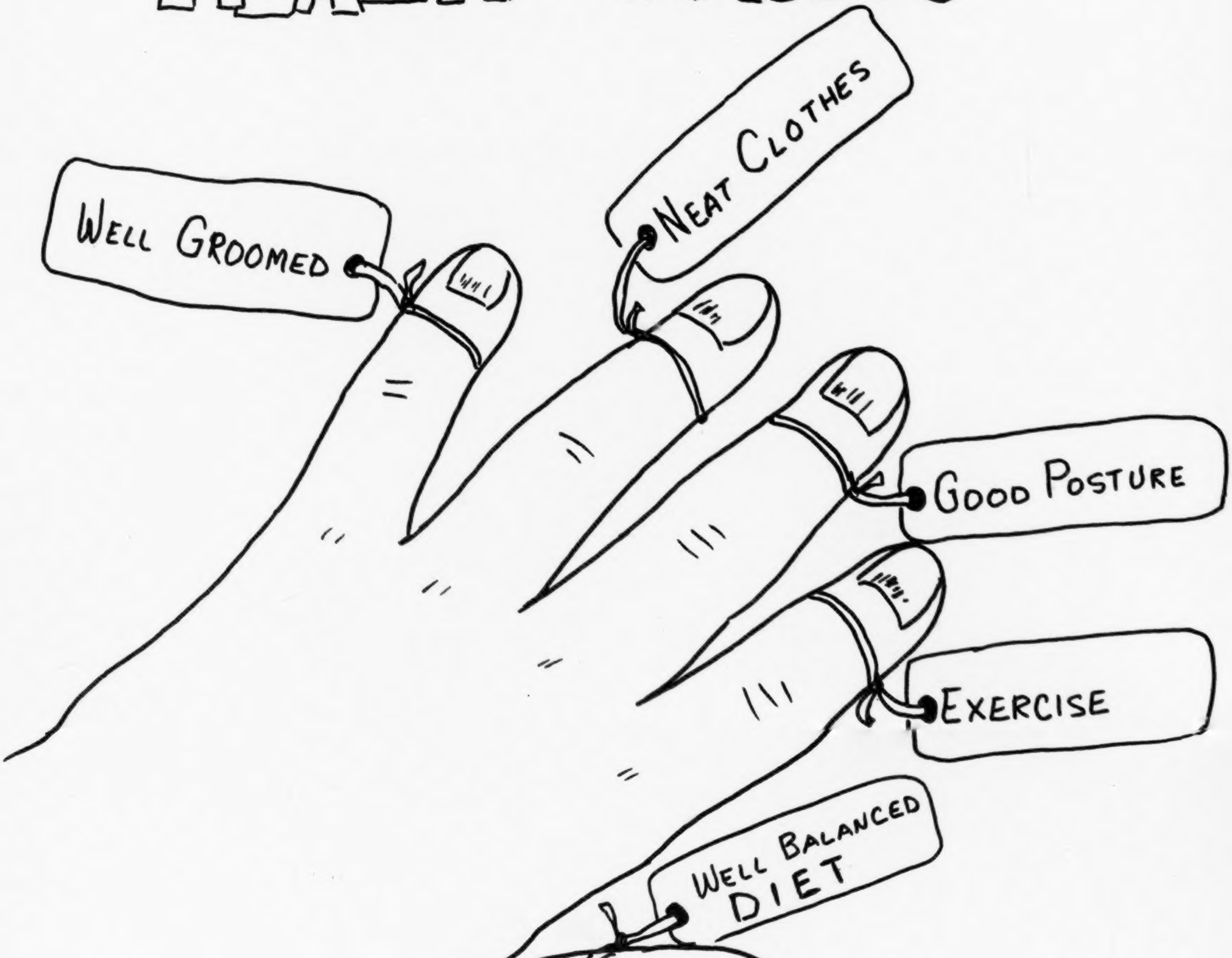
1. Why good health is important.
2. Poor health costs workers and employers money.
3. Why work requires good health.
4. Name some good health habits.
5. Drugs, alcohol, and safety on the job.
6. Common causes of ill health.
7. Geographical locations and health hazards.
8. Need for first-aid training.
9. Health handicaps and adjustment.
10. Importance of good health in securing a job.
11. Mental health related to health habits.
12. Job limitations caused by poor health.
13. Importance of yearly medical examination.
14. Your physical characteristics: (a) age, (b) weight, (c) height, (d) voice, (e) hearing, (f) eyesight, (g) amount of energy, (h) general health.

D. References

1. Occupational Information, Robert Hoppock, McGraw-Hill Book Co., New York, 1967.
2. My Career Guidebook, Harry S. Belman and Bruce Shertzer, The Bruce Publishing Company, Milwaukee, Wisconsin, 1963.
3. Planning My Future, National Forum Foundation, Chicago, Illinois, 1956.
4. You and Your Health, J. Rosewell Gallagher, Science Research Associates, 259 Erie Street, Chicago, Illinois.
5. Effective School Health Education, Arthur L. Harnett, and John H. Shaw, Appleton-Century-Crafts, Inc., New York, 1959.
6. Films: Available through Arkansas Department of Education Film Library, Little Rock, Arkansas 72201, "Alcohol and the Human Body", "Eat for Health", "Good Eating Habits".
7. Health for All, Book Eight, W. W. Bauer, M.D., Scott, Foresman and Co., 1965 Edition.
8. Personal Adjustment. Marriage and Family Living, Landis and Landis, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1970 Edition.
9. Guidelines for Successful and Effective Living, Verl A. Teeter, Pine Hill Press, Freeman, South Dakota, 57029.
10. "Becoming Men and Women", Bernice L. Neugarten, Guidance Series Booklets, Reorder No. 5-864, Science Research Assoc., Inc., 259 East Erie Street, Chicago 11, Illinois.
11. "If You Smoke - Here's What Your Doctor May See", C.L. Dale, M.D., Pathologist, Narcotics Education, Inc., P.O. Box 4390, Washington, D.C. 20012.
12. Audiovisuals: Popular Science Audio-Visuals, Inc., 5235 Ravenswood Avenue, Chicago, Illinois 60640.
    - 422 "Personality In Business"
    - 418 "What About Drugs"
    - 308 "Keeping Myself Healthy and Safe"
    - 313 "Getting the Most out of Your Day"
    - 322 "Are You Adaptable"
    - 310 "Are You An Interesting Person"
    - 385 "Taking on Responsibility"

340 "Anxiety"
352 "Frustration"
557 "How Hormones Control the Body"
613 "Nutrition: Energy, Growth, and Repair"

DEVELOPING GOOD HEALTH HABITS


Well Groomed
Neat Clothes
Good Posture
Exercise
Well Balanced Diet

STUDENTS' SECTION - UNIT 5

A. Student Behavioral Objectives
Upon completion of this unit, the student on a written test will be able to:

1. Write a paragraph which, in the judgment of his teacher, shows an understanding of the relationship between health and job success.
2. List at least five health practices that help to maintain good health.
3. Identify their own physical strengths and weaknesses.
4. Correctly respond, on a 20-minute completion test, to 80% of the statements concerning good health habits.

B. Pretest
Circle the correct answer.

1. When do you feel the desire to do physical things? Morning Afternoon Evening.
2. Do you like to walk and run? Yes No
3. Do you like to sit or stand in the same small place for a period of time? Yes No
4. Do you like to do heavy physical work - Example: Drive a truck or heavy machine, work in construction? Yes No
5. Do you usually feel good physically? Yes No
6. Do you like to stand? Yes No
7. Do you need more than eight hours sleep per night? Yes No
8. Do you like your self-image? Yes No
9. Do you feel your physique or figure needs improving? Yes No
10. Do you like to be with people? Yes No
11. Is there a relationship between good health and success on the job? Yes No
12. What is job success?
13. Do the foods we eat help determine whether we have good or poor health? Yes No
14. Some persons like to work with things (automobile mechanics); some like to work with ideas (scientists); and some like to work with people (salesmen). What are some health requirements of each? Discuss.

C. Body
The knowledge that nutrition is related to health, longevity, and general well-being has unfolded through centuries of human experience and has developed into a science that changes and expands with the additional findings of research.

All life is composed of and requires combinations of elements which, when utilized to form and maintain tissues and sustain activity, are known as nutrients. Food is the usual source of nutrients. Combinations of elements required by living organisms are classed as proteins, lipids, carbohydrates, minerals, vitamins, and water. The energy needed for growth, maintenance, and bodily activity is provided by the oxidation of lipids, carbohydrates, and proteins. All nutrients are used by the body to build and maintain tissues and to regulate body processes. The various tissues and body processes have characteristic nutrient needs.

Adequate nutrition can be attained with many combinations of foods commonly available throughout the world. No single food pattern is essential to health.

Basic to the development and evaluation of adequate food patterns is a knowledge of the nutrients needed by the body and their sources in available foods.

Inadequate, excessive, or imbalanced intakes of nutrients may be detrimental to health.

Your physical looks and condition can be controlled by you. It is very important to learn basic food needs and how they affect your body. What we eat determines our appearance; grooming improves our appearance; exercise and fresh air gives our body a physical tone and radiance.

Exercise can keep us physically in shape with the ability to work and play hard without tiring easily. A sport or hobby can be helpful in providing this exercise.

Eating the correct foods is necessary for physical health. The proper nutrients supply us with all the building blocks for growth and maintenance of tissue and organs.

Plenty of sleep is needed to promote alertness which is needed to complete any job successfully.

A periodic health examination is essential. Minor health needs can be taken care of before they become serious.

A healthy person can perform their duties more effectively. A person who misses work frequently is considered a poor job risk. This could keep the person from being promoted.

D. Review
1. Am I physically fit for all occupations?
2. For what jobs do I meet the physical requirements?
3. What jobs require excellent health?
4. What part does good health play in getting and holding a job?
5. How do drugs and alcohol relate to good health?
6. How do certain jobs contribute to poor health habits?
7. What do insurance companies have to pay each year per individual worker for loss of time, hospital cost, etc.? Do insurance people believe that payment of insurance claims can be reduced by everybody practicing good health habits?
8. How many jobs can you name that are closely related to maintaining the health of people?

SELF-IMPROVEMENT CHART

CHECK THE ONES YOU CAN SAY "YES" TO:

_____1. My hair is clean and shining all the time.
  _____I keep it neat and cut regularly.
  _____I shampoo it at least once a week.
  _____Keep my comb and brush clean.

_____2. My skin is clear and clean.
  _____I wash my face at least twice a day.

_____3. My eyes are clear and bright.
  _____I get plenty of sleep and fresh air.

_____4. My teeth are strong and white.
  _____I brush them after I eat.

_____5. My weight is right for me.
  _____I get exercise every day.
  _____I eat a proper diet.

_____6. My hands, feet, and nails are clean.

_____7. I am always fresh.
  _____I take a bath every day.
  _____I shave every day.
  _____I use a deodorant.

_____8. My clothes fit well.
  _____They are clean, ironed, and mended.
  _____My shoes are polished regularly.

_____9. My voice is clear.
  _____I can talk to other people.
  _____I can listen too.

_____10. I have many interests.

_____11. I smile a lot to help make everyone happier.

_____12. I am cheerful and have a good sense of humor.
  _____I can laugh at myself and with others.

_____13. I have good manners.
  _____I think of other people, not myself.

_____14. I get along with people of all ages.

_____15. I act like a gentleman. I like being chivalrous!

SELF-IMPROVEMENT CHART

CHECK THE ONES YOU CAN SAY "YES" TO:

_____1. My hair is clean and shining all the time.
    _____I brush it every night.
    _____I shampoo it at least once a week.
    _____I keep it neat.

_____2. My skin is clear and clean.
    _____I wash my face at least twice a day.

_____3. I choose my make-up carefully.
    _____I use just enough and not too much.

_____4. My eyes shine.
    _____I get plenty of sleep and fresh air.

_____5. My teeth are strong and white.
    _____I brush them after I eat.

_____6. My weight is right for me.
    _____I get exercise every day.
    _____I eat a proper diet.

_____7. My hands, feet, and nails are smooth and clean.

_____8. I am always fresh.
    _____I take a bath every day.
    _____I shave my legs and underarms.
    _____I use a deodorant.

_____9. My clothes fit well.
    _____They are clean, ironed, and mended.

_____10. My voice is clear.
    _____I can talk to other people.
    _____I can listen, too.

_____11. I have many interests.

_____12. I smile a lot to help make everyone happier.

_____13. I am cheerful and have a good sense of humor.
    _____I can laugh at myself and with others.

_____14. I have good manners.
    ____I think of other people, not myself.

_____15. I get along with people of all ages.

_____16. I act like a lady. I like being a lady!

To be attractive, sweet and always neat, WORK UNTIL YOU CAN ANSWER "YES" TO ALL THESE.

UNIT 6. UNDERSTANDING EMPLOYER-EMPLOYEE RELATIONSHIPS

PURPOSE OF UNIT: Employer-employee relationships apply in general to all jobs. Poor relationships between employer and employee account for 80% of all job losses. Students should realize the importance of these relationships and understand the rights of the worker and the rights of the employer. The school setting provides a good situation for practice and development of good relationships. In the school setting the teachers act in a capacity similar to employers and the students as the employees.

TEACHERS' SECTION

A. Teacher Objectives
   1. To inform students of the proper relationships between employer-employees.
   2. To inform students of the duties expected by the employer.
   3. To inform students of the rights and privileges of the employee.
   4. To help students develop an understanding of good employer-employee relationships.

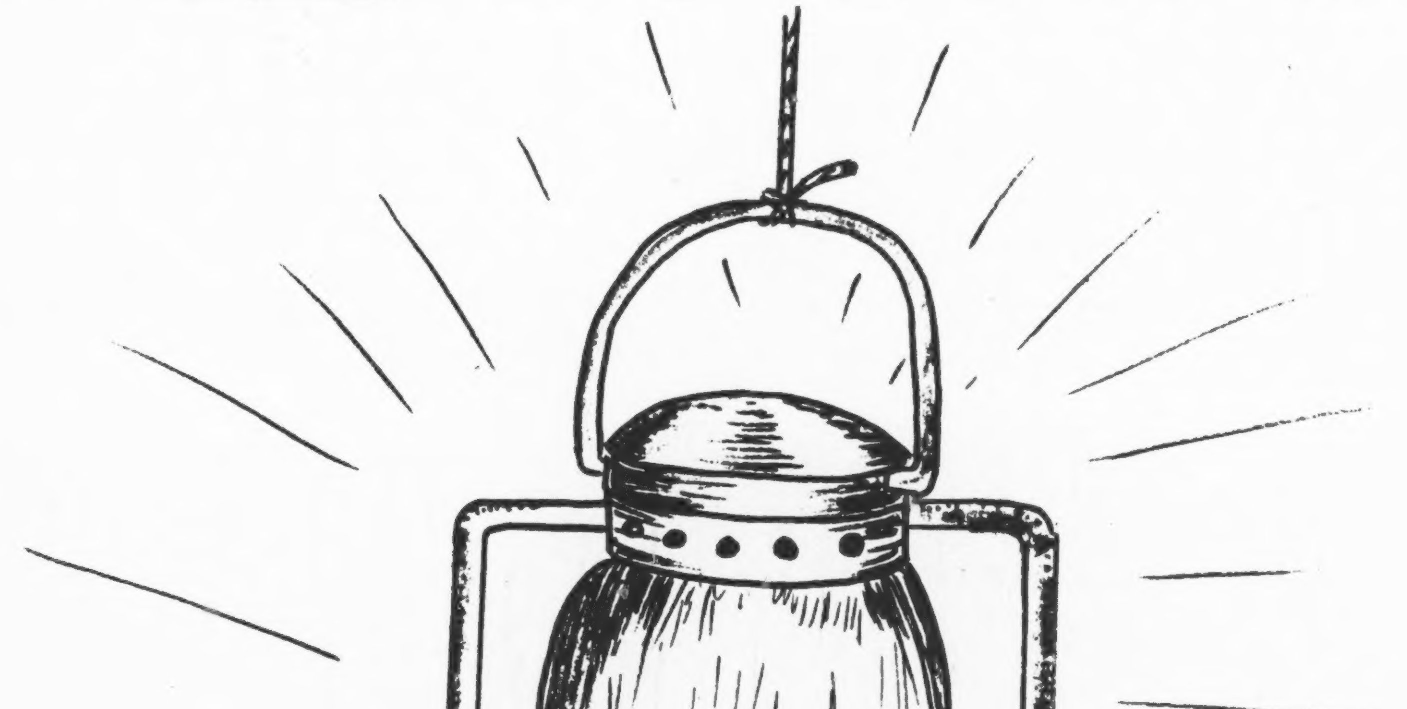
B. Suggested Teaching Activities
   1. Ask a personnel director to speak to students. (See Appendix A,B).
   2. Request various employees to speak to the class.
   3. Role playing of good and poor examples of relationships.
   4. Watch current events, newspapers and magazines for examples of conflicts between employers and employees.
   5. Visit a plant so students can observe employer-employee relationships.
   6. Assign students to interview employers and employees to obtain views on their relationships and then report findings to the class.
   7. Write ten different situations between yourself and a school faculty member that parallels a weakness on your part as the employee to the faculty member as the employer.

C. Factors to Consider
   1. What the employer has the right to expect from his employees:
      a. regular performance of work duties.
      b. develop new skills required by job.
      c. seek to improve skills already obtained.
      d. obey rules and regulations.
      e. follow safety rules.
      f. take proper care of employer's equipment and property.
      g. display proper attitude.
      h. respect employer and all other workers.
      i. dress properly for the job.
      j. promptness in performance of work and responsibilities.
      k. be able to think for himself but humble enough to ask for help when needed.

2. What the employee has the right to expect from his employer:
    a. the same privileges given to other employees.
    b. consideration for the safety and health of employee.
    c. advancement when earned.
    d. receive full payment when due.
    e. respect as an individual.
    f. a fair salary.
    g. good working conditions.

D. References
  1. Films available from Arkansas Department of Education Film Library, Little Rock, Arkansas 72201:
     "Am I Trustworthy" #1118
     "Working Together" #5364
     "You and Your Work" #966
     "Introducing the New Worker to His Job" #30
  2. Role Playing Methods in the Classroom, Science Research Associates, Inc., 259 Erie Street, Chicago, Illinois.
  3. Pamphlets and materials are available in quantity from the Arkansas Employment Security Division Office for each member of your class, P.O. Box 2981, Little Rock, Arkansas 72203.
     "Your Job - How to Lose It"
     "Job Hunting"
     "How to Get the Job", Science Research Associates, Inc., 259 Erie Street, Chicago, Illinois.
     "Helping Youth Choose Careers", (address above)
     "Getting Along with Others", (address above)
     "Getting Job Experience", (address above)
     "What Employers Want", (address above)
     "Your Personality and Your Job", (address above)

EMPLOYER - EMPLOYEE RELATIONSHIP



MAKES A BRIGHTER LIGHT
FOR ANY COMPANY

STUDENT'S SECTION - UNIT 6

A. Student Behavioral Objectives
Upon completion of this unit, the student on a written test will be able to:
1. Write a paragraph which in the judgment of the teacher shows an understanding of employer-employee relationship.
2. List 5 of the duties expected by the employer of the employee, as outlined in this unit.
3. Identify at least 5 rights and privileges of the employee.
4. Correctly respond on a teacher-made completion test to 80% of the statements related to material in this unit.

B. Use teacher-made pretest, if desired.

C. Body
Students should realize the importance of good employer-employee relationships. This is the determining factor as to whether or not a person is a success on the job. The employer thinks that you are qualified for the job or he wouldn't have hired you. It is good business for him to help you make good, since turnover among employees is costly. The rest is up to you!

In order to make your job a success you must put your best foot forward at all times. Be efficient! Work hard by showing your supervisor and fellow workers that you are responsible and dependable. Speed and accuracy are musts. A good work record is a good passport and stepping stone for advancement or a better job if one comes along or you move to another locality. Good references from your last job cannot be ignored.

Always try to learn more than your job calls for - especially about the background of your company. If going to night school will improve or widen your working skills, even though you have enough to "get by", then by all means make the arrangements and show your initiative. Your paycheck and advancements along the line will more than pay you for this self-improvement.

Do your best to get along with your fellow workers. No one wants to hire you - no matter how good your skills - if you can't get along with others. Gossip, and griping about company rules or policy to other workers, should never be done. If you make a mistake, blame yourself, not others.

Other rules to remember are the very ones which got the job for you in the first place. Always be prompt. Be polite. Be courteous. Be neat and clean in dress and appearance. Be honest - speak with confidence but never bluff or exaggerate. Be able to listen enthusiastically because you should really be interested in the work you are doing. Never miss work without a valid excuse and always call your supervisor and explain why you will not be there. Take care of your health because you need all your physical alertness to bring in business for your company.

D. Review
1. What are the duties of the employee?
2. What advancement is expected of the employee?
3. What privileges do the employees receive?
4. What is the correct attitude to have as an employer or an employee?
5. What is the importance of a good employer-employee relationship?
6. What is the procedure for quitting a job?

UNIT 7. FACTORS THAT GOVERN PROMOTION OF EMPLOYEES

PURPOSE OF UNIT: Careful attention should be given to this topic so that students will be able to clearly understand the factors that most often affect the promotion of employees. Units 2 - 6 have given attention to some of the most important factors, which if properly developed, will result in financial rewards as well as other benefits.

TEACHERS' SECTION

A. Teacher Objectives
1. To provide students with a basic understanding of the factors that may determine promotions in a job.
2. To provide students with an awareness of how promotions are obtained.
3. To provide students with experiences that will help them in obtaining promotions.

B. Suggested Teaching Activities
1. Ask students to take the pretest and score themselves on it.
2. Instruct the students to read and study at their own pace the material about promotions. Make available to the students as many references, resource people, and audiovisual materials as possible.
3. Upon completion of a review of available materials, decide with the help of the students, topics for discussion and possible activities which would be most practical in view of the time available for this unit.
4. At your option, decide whether you want to review individually or as a group the review questions.
5. Ask resource people to explain their promotion policies.
6. Use a panel discussion to bring out important factors affecting promotions.
7. Conduct personal interviews of persons who have recently received a promotion.
8. Ask some students to report on why and how their parents or friends got a promotion.
9. Survey newspaper articles for published promotions. Bring to school and report to the class.

C. Factors to Consider
1. Personality attributes and problems.
2. Attitude and honesty.
3. Skills and capabilities.
4. Education and background.
5. Self-control.
6. Personal appearance.

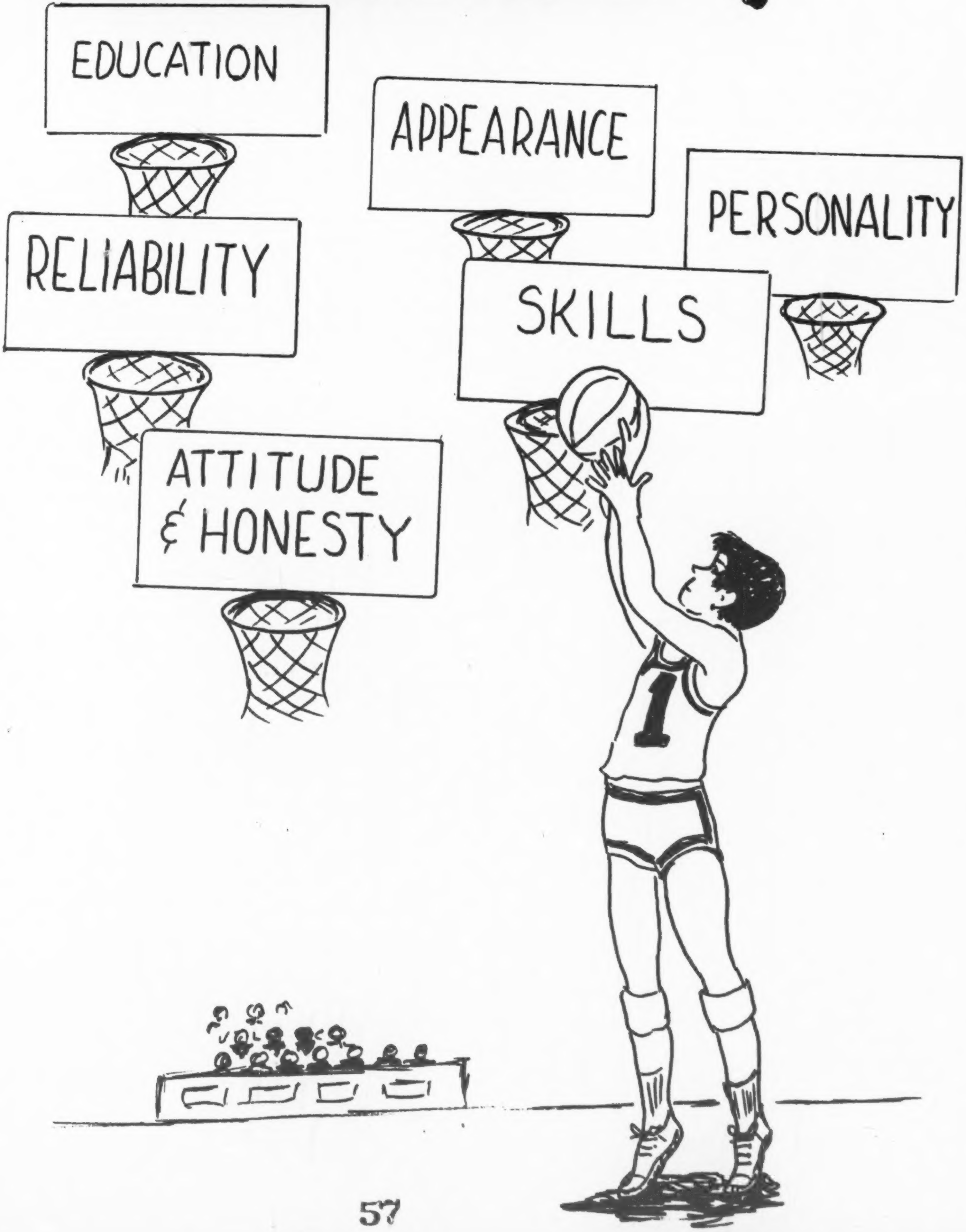
7. Personal habits.
8. Health and physical condition.
9. Stress and pressures of promotion.
10. Experience and confidence.
11. Ability to make decisions.
12. Flexibility and willingness to seriously consider new ideas.
13. Reliability and sincerity.
14. Must inspire confidence in other employees and employer.
15. Must employ good judgment, promote safety, and good work habits.
16. Seniority and tenure.

D. References

1. Pamphlets: "You and Your Job", Pamphlets A, B, C, D, J.C. Fergerson Company, Chicago, Illinois; "Merchandising Your Job Talents", U.S. Department of Labor, Manpower Administration; "How to Get the Job", Mitchell Dreese.

Note: Review references for Units 2 - 6 which may relate to this unit.

WILL YOU MAKE YOUR PROMOTION ?


EDUCATION
APPEARANCE
PERSONALITY
RELIABILITY
SKILLS
ATTITUDE & HONESTY
1

STUDENTS' SECTION - UNIT 7

A. Student Behavioral Objectives

Upon completion of this unit, the student, on a written test, will be able to:

1. Write a paragraph which, in the judgment of the teacher, shows an understanding of how promotions are obtained.
2. List at least five factors which improve chances of promotion.
3. List at least five factors which prevent employees from being promoted.
4. Correctly respond on a 20-minute test by writing a definition which, in the judgment of your instructor, is correct to terms such as tenure, seniority, reliability, stress, skill, and longevity.

B. Pretest

1. You should get a solid footing in the job you have.
2. It is not important to be successful in your first job.
3. First impressions are important.
4. It is better to move an employee up than to hire new employees.
5. You may obtain information on new jobs through want ads.
6. You may obtain information on new jobs through employment service.
7. You may secure information on new jobs through friends, relatives, teachers, and counselors.
8. It is a good idea to take time off from your job to look for a new one.
9. You should provide your employer two weeks notice before you leave for a new job.
10. You may need your former employer's recommendation for a new job.

Answers:

1. T
2. F
3. T
4. T
5. T
6. T
7. T
8. F
9. T
10. T

C. Body

What is important to you? Pretend that you have been given an assignment to write down all the things that are important to you. What would you have on your list? Do that on a piece of scratch paper. Now, on another piece of paper write down all the things you do each day that really aren't important. What would you have on that list? Be honest with yourself. Now, ask yourself this question: "Do I waste much of my time?" Don't be surprised if you do; all of us do. This is a very normal thing. But, what do you do about it?

First, exactly how much of each day do you spend doing things that don't really help you in any way? Let us suppose that you are awake sixteen hours each day. How many of those hours do you spend trying to do something or learn something that will help you in the future? You already have the idea in mind we are trying to make, don't you? You can figure out your life expectancy and make a fair estimate of how many hours, days, and even years you will waste if you follow your present pattern.

Second, make up your mind not to waste so much time. Don't spend hours at idle occupations such as watching television programs in which you really have no interest. Don't spend the hours in study hall reading worthless magazines when you could be studying. Set a definite time for study each evening. You will find that you will still have some time for television.

What is the point in this discussion? It is simple: the person who does well at any job, whether it be at school or work, enjoys his success because he has organized his waking hours so that he can get the most out of them to accomplish what he wants to accomplish.

Let us suppose that you want to become a good guitar player. You want very much to play a guitar in a combo. How many hours will you continue to devote to watching television that should be spent in the practice of your guitar? Playing the guitar well is your goal. You should devote much of the time to it you can spare from school and work in order to learn to play well. Can you apply the idea of playing the guitar to a life career? Of course, you can. This is the third of three points presented. The three are:

Select a goal in life that is realistic to you.
Use experienced and respected people in helping you during the selection of your goal.
Once you have selected a goal, work toward it. Do not waste as much time on useless tasks.

The important thing, however, is to have a goal. The happiest people in any country are those who are trying to accomplish something -- no matter what it is. How many times have you heard one or more of these statements?

1. "I don't know what I want to do."
2. "I don't care about that or anything else."
3. "The good jobs are taken."
4. "There's nothing for me."
5. "The rich get all the good jobs."
6. "I can't go to college, so there's nothing left."
7. "Noone cares what I do."
8. "They won't hire anyone without experience."
9. "They are prejudiced against me."
10. "I don't come from the right section of town."

This list could probably be longer. Negative statements are easy to find among people who don't want to work for success. Of course, there is a possibility that one or more of these statements may be true. But, there are other times when they are used merely as excuses, excuses for the lack of desire to start at the bottom and work up. The ladder to success has lower steps that aren't pleasant to occupy. A new recruit in the Army experiences more work and less glory and receives less pay than a sergeant. The recruit has yet to complete the training amd to prove he is worthy of the privileges the sergeant enjoys. The sergeant has more responsibility and more worries than the private does. The same system is applied to the working world. But, the private should enter the Army with a goal of reaching sergeant or more. It will give a meaning to his training and experience. It will give him a goal toward which to work. A private who enters the Army with no desire to advance, will continue to experience that feeling of "going nowhere". He will be unhappy, to say the least.

The fourth point is: People who want to succeed in the world of work are going to be involved in a period of training and learning in order to advance toward their goal.

As has been said, one goal does not have to last a person a lifetime. When one goal has been reached and enjoyed for a while, it is usually time to select another goal and work toward it. For example, a person who has spent a few years in the Army and reached the rand of sergeant should not be content to spend the rest of his career with only three stripes on his sleeve. He should set about working toward the next rand, possibly selecting master sergeant or one of the officer ranks as his goal. He will continue to be a productive individual striving for more advancement.

Which of the following people do you think are the happiest people?

> Jerry M. quit school and tried to get a job but no one wants to hire him because he has no good experience.
>
> Jane T. has a part-time job in the grocery store and is saving her money to buy some Christmas presents.
>
> Milt W. quit school but he is going to night school to get his diploma. During the day he is working in a garage.
>
> Tom M. quit his job because the boss asked him to work in the stockroom for a while. Tom wants to start in the office right away.

You see, a goal is not necessarily a very difficult thing to understand. Few of us are going to lead lives that will astound others, but we can become very important to ourselves and those around us by planning and working.

D. Review
1. Why do you want promotions?
2. Is a promotion worth the extra effort?
3. Can you accept new social changes and responsibilities?
4. Do added expenses go with most promotions? Added responsibilities?
5. What are the benefits of promotion?
6. Are you qualified for a promotion?
7. What can you do to increase the likelihood of a promotion?
8. Are you willing to use the principles outlined in this unit of study and apply them to improving your course work grades?

UNIT 8. THE LEGAL REQUIREMENTS OF WORKING: LABOR LAWS AND SOCIAL SECURITY

PURPOSE OF UNIT: In the foregoing units of study an attempt was made to make the students aware of general self-development qualities needed to work successfully at a job and to live successfully in a society. This unit should help acquaint the student with general legal requirements applying to all occupations. They will be in effect regardless of the job sought. In this study students should find more reasons why they should stay in school and pursue an education.

Nine out of ten working people in the United States are now building protection for themselves and their families under the Social Security program. Each paycheck that an employed person receives will have an amount deducted to pay for this protection. An employed person should know what this deduction is for and what benefits he and/or his family will derive from it.

Each employee (especially young employees) and employers are affected by state and federal work laws. It is the responsibility of these persons to be familiar with the specific laws that apply to them.

TEACHERS' SECTION

A. Teacher Objectives
   1. To provide students with a basic understanding of the Social Security Act.
   2. To help students understand how a person qualifies for social security benefits and the importance of applying for a social security card.
   3. To help students gain a knowledge of Health Insurance for the Aged and a knowledge of Unemployment Insurance.
   4. To provide the student factual information concerning labor laws.
   5. To prepare the student for entrance into the world of work through knowledge of the employment laws.

B. Suggested Teaching Activities
   1. Ask students studying this unit to take the pretest and score themselves on it.
   2. Discuss with students possible ways of attaining the objectives in this unit.
   3. Allow class to divide into groups to explore information relating to the objectives and to report their findings.
   4. Fill out an application for a social security card.
   5. Use a resource person from the local social security office.
   6. Prepare a bulletin board display on social security and labor laws.
   7. Ask students to collect newspaper articles about disabling accidents on the job and report to the class.

8. Plan a field trip to the local social security office.
9. Invite a local lawyer to explain the labor laws to the class.
10. Assign students to review related films and other materials in the library audio-visual center.
11. Ask students to make reports to the class on the different functions of social security.
12. Ask students to list the hazardous occupations in which a student can work on a learner's permit.
13. Conduct a panel discussion on pertinent work laws.
14. Ask students to prepare a skit to dramatize the benefits of social security.
15. Assign a committee of students the task of interviewing local businessmen as to their coverage under minimum wage laws, and have them present a report to the class.
16. Prepare a list of the occupations in the local area that are declared hazardous for persons under 18. Visit these occupations and have the students list the hazards they observe.

C. Factors to Consider
1. How does social security work?
2. Who qualifies for social security?
3. Who gets the social security benefits?
4. How is social security financed?
5. How do you become a member of social security?
6. What are the benefits received from social security?
7. Is social security a form of welfare?
8. Where can you get specific information about social security?
9. What are the state and national minimum wages?
10. What are the minimum wage law provisions?
11. Who must pay minimum wages?
12. What occupations are considered hazardous for persons under 18? How do regulations for working in these occupations affect underage individuals?
13. How old do you have to be to go to work?
14. How much time can a person under 18 work?
15. What laws apply to female workers?

D. References
1. The World of Work, Kay Koschnick, New Readers Press, Box 131, Syracuse, New York, 13210, 1969. Price $1.25
2. "An Annotated Digest of the Labor Laws of the State of Arkansas" Arkansas Department of Labor, Little Rock.
3. A packet of social security materials may be obtained from: Office of Information, Social Security Administration, Baltimore, Maryland 21235.
4. Application forms for social security cards can be obtained from your local social security office.
5. Brochures and information pertaining to Arkansas labor laws may be obtained by writing: Arkansas Department of Labor, Capitol Hill Building, Little Rock, Arkansas 72201.
6. Information pertaining to federal child labor laws, student learner permits, etc. may be obtained by writing: U.S. Dept. of Labor, Wage and Hour Division, Field Office, Room 3527, Federal Bldg., 700 West Capitol, Little Rock, Ark. 72202.

7. Films: "The Social Security Story" (15-minute color)
"You and Medicare" (27-minute color)
"Medicare" (10-minute color)

8. United States Department of Health, Education and Welfare, Social Security Administration, Social Security Programs in the United States. Washington: Government Printing Office, 1968.

9. "Financing Your Social Security Benefits", SSI36
"Social Security Benefits - How You Earn Them", SSI47
"Suggested Outlines for Studying Social Security", SSI60.

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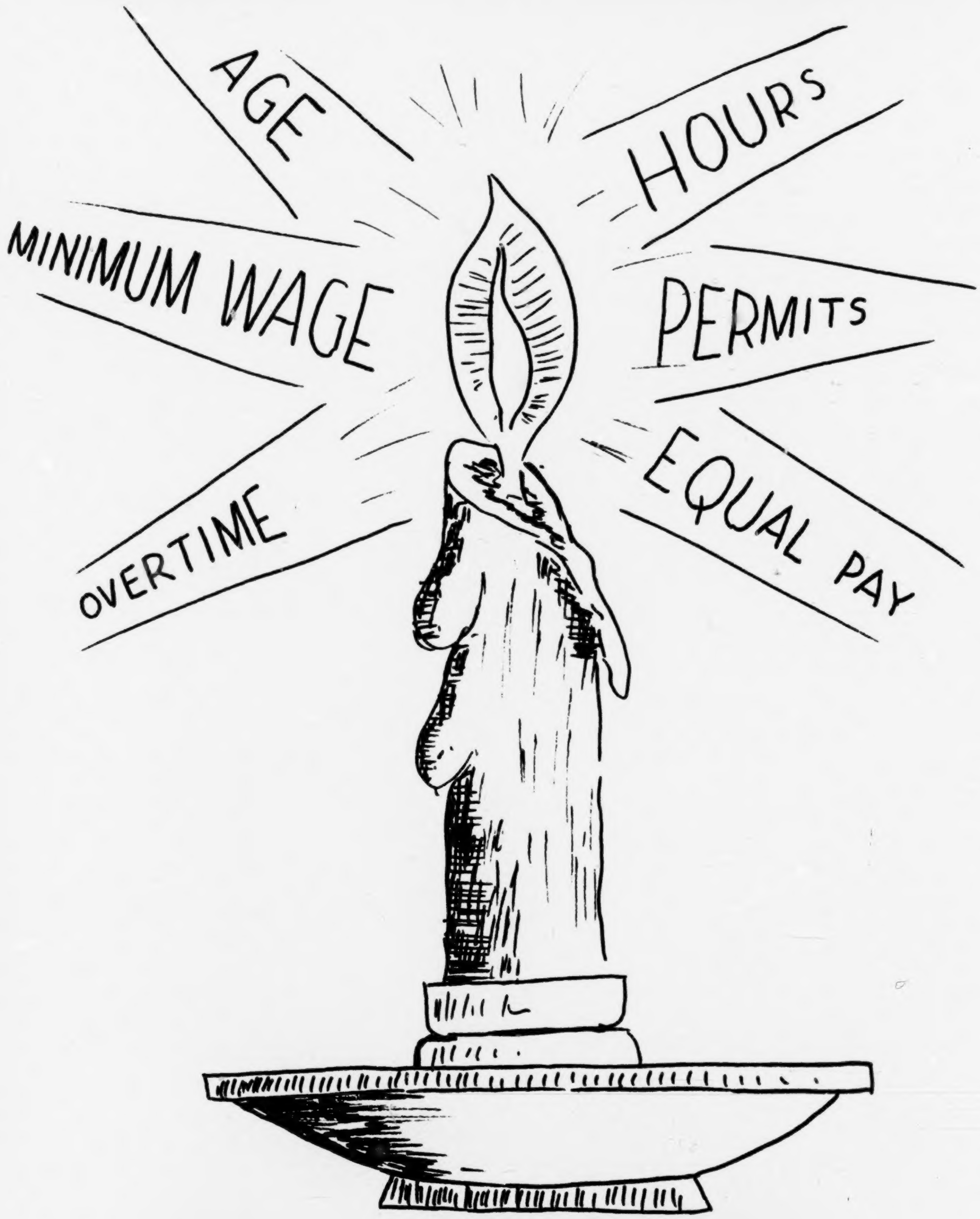
LEGAL REQUIREMENTS


AGE
HOURS
MINIMUM WAGE
PERMITS
OVERTIME
EQUAL PAY

OF WORKING

STUDENTS' SECTION - UNIT 8

A. Student Behavioral Objectives

Upon completion of this unit, the student, on a written test, will be able to:

1. Write a paragraph which, in the judgment of the instructor, shows an understanding of the security provided society through social security.
2. Identify at least four important ways laws enacted by the Federal Government have benefited labor as outlined in this unit.
3. Write a paragraph which, in the judgment of the teacher, shows an understanding of the reasons child labor laws have been enacted.
4. List at least three ways employment is regulated according to the data in this unit.
5. Correctly respond, on a 15-minute completion test (teacher-made), to 80% of the statements concerning labor laws and social security as outlined in this unit.

B. Pretest

Below are questions related to the laws governing one's employment. Your score on this test will not be considered in computing your grade for the unit. This is merely to measure your present level of understanding pertaining to employment laws. Circle the correct answer or complete the blanks where necessary.

1. The minimum age a minor may work is ______________.
2. The Federal minimum wage rate is ________________ per hour.
3. The minimum wage rate in Arkansas is ________________ per hour.
4. A child must be ________________ years old in Arkansas before he can be employed.
5. A child in Arkansas under 16 may not work more than ___________ hours a week.
6. A child in Arkansas under 18 may not work more than _____________ hours a week.
7. The minimum age a minor may work is 15. (True False)
8. An application must be on file with the employment security division for a minor to work. (True False)
9. If both women and men are doing the same work, there can be no discrimination because of sex in the payment of wages or salaries. (True False)
10. A child under 16 years of age cannot work in any occupation dangerous to life or limb or injurious to health or morals. (True False)
11. The term "social security" refers to the National Social Insurance Program - Old Age, Survivors, Disability, and Health Insurance. (True False)
12. The social security insurance program came into existence with the Social Security Act in 1935. (True False)
13. In 1956 retirement age was lowered from 65 to 62 years of age for women. (True False)
14. Medicare is an insurance for young men and women. (True False)

Answers:
1. 14
2. $1.60
3. $1.20
4. 14
5. 48
6. 54
7. F
8. T
9. T
10. T
11. T
12. T
13. T
14. F

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C. Body

How Is Employment Regulated?

All of the states, as well as the Federal government, have enacted laws, established boards and commissions, and have provided the machinery to regulate employment and to protect employees and employers alike.

These statutes, both state and Federal, are supplemented by regulations which are administered by boards and commissions. These administrative bodies deal with such matters as protection against cheap labor, the right to get a job without regard to race, color, or creed, and good working conditions.

What Are Child Labor Laws?

Child labor is the employment of children in gainful occupations. Federal and state laws regulate the labor of children.

Why Are Child Labor Laws Needed?

Labor laws are needed to prevent the exploitation of children.

Child Labor Provisions of the Fair Labor Standard Act of 1938.

The Fair Labor Standards Act, in addition to its basic minimum wage and overtime provisions, contained many regulations concerning the employment of children.

Who Is Covered by This Act?

Employees in interstate or foreign commerce. Coverage is extended to these employees working in places that produce goods for interstate and foreign commerce.

What Are the Age Standards of the Fair Labor Standards Act?

The minimum age for employment in a non-agricultural occupation that may be hazardous to limbs or morals of a young person, is 18 years of age. Federal law forbids labor of children under 16 years of age, except those who work for their parents.

What Is the Law as to Wages and Hours?

The Federal government has enacted the Fair Labor Standard Act, which is also known as the Wage and Hour Law, to provide minimum wages and maximum hours for all employers engaged in interstate commerce or the production of goods and interstate commerce.

What is the Federal Minimum Wage Rate?

The present minimum wage as set by the Fair Labor Standards Act as amended in 1966 is $1.60 per hour. Overtime pay should not be less than one and one-half times the employee's regular rate of pay for all work after 40 hours in a work week.

Minimum Wage Act of State of Arkansas - Who Is Covered?

All employers of five or more employees are covered by this act except those employers subject to Feceral Fair Labor Standards Act.

What Is the State Minimum Wage Rate?

The present minimum wage is $1.60 per hour.

What Are the Penalties for Violating the Minimum Wage Law?
An employer who violates any part of the state minimum wage law will be fined upon conviction, up to $100 for each offense.

Employment of Women in Arkansas.
A woman must be paid at the same rate as a man, getting time and one-half for all hours over 40 hours. An overtime permit is necessary if a woman is required to work regularly longer than nine hours in one day. A 45-minute meal period must be allowed for women employees. This regulation, however, can be varied if certain conditions are met.

The term social security as used in the United States, refers to the national social insurance program - Old Age, Survivors, Disability, and Health Insurance. Social Security had its beginning soon after the depression in 1935. The purpose of the social security program is to provide monthly cash benefits when earnings are cut off by old age, disability, or death, and protection against hospital and medical costs in old age.

Protection against short-term involuntary unemployment is provided for through the unemployment insurance system. Most of the wage and salary workers are covered under this program. Workmen's compensation programs provide medical care and cash benefits to an individual injured at work and monthly benefits to his dependents if his death results from such injuries.

A supplement to the social insurance programs are the public assistance, private employer benefits, and private insurance plans. The veterans have a wide range of servicesprovided under the veterans' program.

During the depression of the 1930's, the agencies that were to provide security could not cope with the needs of the people. It was realized that people could not provide for themselves during periods of unemployment. This led to the Social Security Act. This act led to the Social Security Withholding. There are certain qualifications a person must meet before he is eligible for social security benefits.

In 1939 a person was considered to have insured status if he worked one out of every two calendar quarters after 1936 and had a minimum of six quarters. A calendar quarter means a period of three calendar months ending March 31, June 30, September 30, or December 31 of any year. A quarter of coverage means a calendar quarter in which a person has paid $50 in a particular calendar quarter. In 1950, insured status was related to the amount of work required to the time worker could have been expected to have worked after 1950. In 1960 provisions enacted changed requirements to one quarter coverage for each three quarters elapsing after 1950. The 1967 amendments provided benefits at a reduced rate to disabled widows and widowers starting at age 50 years of age.

D. Review
   1. What is the basic function of social security?
   2. How do you get a social security card?
   3. How are social security payments made by the employee?

4. Where can you get help on social security problems?
5. What work laws are applicable to students?
6. How can a student under 18 legally work in a hazardous occupation?
7. What is the minimum wage in Arkansas?
8. How is social security different from welfare?

UNIT 9. CIVIC RESPONSIBILITIES

PURPOSE OF UNIT: In order that communities may be made a better place to live and work, the people must possess a sense of responsibility and willingness to serve. Notice that this unit of study provides for applying "self-development" described in Units 2 - 7. As the functions of each organization are studied, students will realize the service rendered by individuals that make up the membership of the organization. Students should become aware of the functions of their own youth organizations to render services to self, the school and the community. After this study and the activities, students will be able to evaluate youth organizations by placing less emphasis on the category "provides social activities such as parties" and more emphasis on "self-development and service." This unit, like all others, should be filled with lively activities that will provide for student participation.

TEACHERS' SECTION

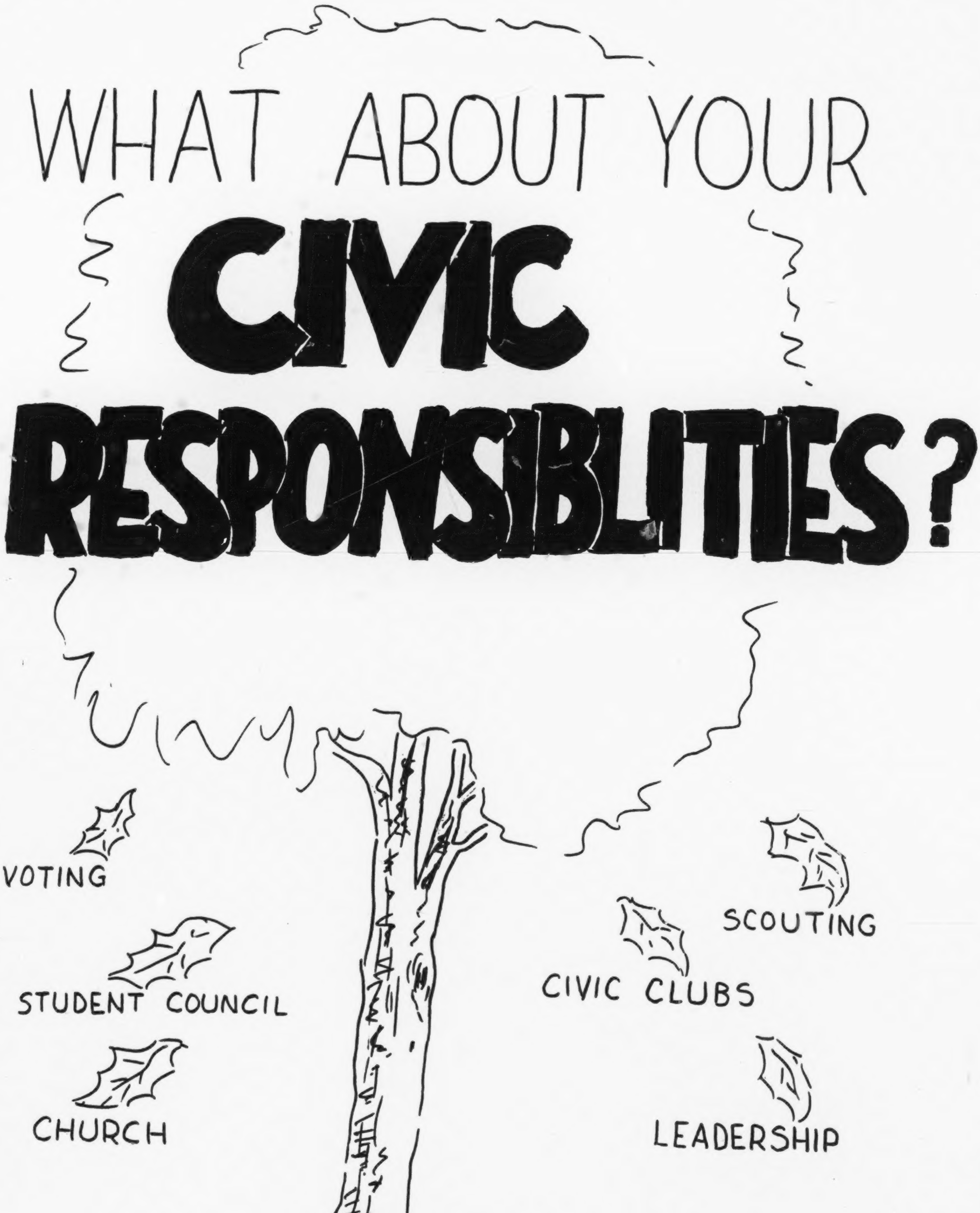
A. Teacher Objectives
   1. To increase student awareness of individual civic responsibilities.
   2. To inform students about the various civic organizations existing in the community and how they contribute to making a better community.
   3. To instill a desire to participate in community improvement projects.

B. Suggested Teaching Activities
   1. Visit Chamber of Commerce.
   2. Visit civic club meetings.
   3. Visit city hall and public offices.
   4. Use public officials as resource persons.
   5. Use minister to explain church functions.
   6. Attend a city council meeting.
   7. Make a study of each youth organization in the school. Ask officers to speak giving primary functions of their organizations.
   8. Cooperate with civics teacher or social science teacher in providing opportunities for student participation in real community projects.
   9. Organize the orientation class, elect officers, and conduct periodic meetings. Emphasize participation in existing school youth clubs.
   10. Invite local civic club members to the class to discuss their organizations.
   11. Encourage students to gather information concerning other clubs which were not represented in the class discussion.
   12. Discuss various ways students may be able to aid social and health organizations in their community.
   13. Point out the need for supporting such health organizations as Red Cross.
   14. Discuss ways by which students can improve their school and community.

C. Factors to Consider
   1. Chamber of Commerce: its organization and function.
   2. Civic clubs and their purpose in a community (Rotary, Lions, Kiwanis, etc.).
   3. Voting as a civic responsibility.
   4. Local tax structure.
   5. City council, student council, and youth organizations.
   6. Personal development opportunity in any organization (leadership, personal service to community, acquaintance and fellowship, educational opportunity).
   7. Churches.
   8. Health and medical organizations (Heart Fund, Cancer Drive, Red Cross, etc.).
   9. National organizations providing civic service (National Guard, Corps of Engineers, etc.).

D. References
   1. Literature from National Chamber of Commerce.
   2. Pamphlets from civic clubs.
   3. Film: "Community Responsibilities" available through the Arkansas Department of Education Film Library, Little Rock, Arkansas 72201.
   4. Service Directory of National Organizations, The National Assembly for Social Policy and Development, Inc. New York, New York, 10th Edition, 1969, Mrs. Louis N. Munn, Editor.
   5. The Public Welfare Director, American Public Welfare Association, Chicago, Illinois, 30th Edition, 1969.
   6. Health Organizations of the United States, Canada, and International Graduate School of Business and Public Administration, Cornell University, New York, 2nd Edition, 1965.
   7. Government in Arkansas, Henry M. Alexander, Pioneer Press, 1963, Little Rock, Arkansas.
   8. Film: "Community Responsibilities (Community Life and Planning), 11 minutes, Arkansas State Department of Education Film Library, Little Rock, Arkansas.
   9. Film: "Community Government", 14 minutes, Arkansas State Department of Education Film Library, Little Rock, Arkansas.
   10. Film: "Beyond Three Doors", 26 minutes (color), Bell System Telephone Office.

WHAT ABOUT YOUR CIVIC RESPONSIBLITIES?


VOTING
STUDENT COUNCIL
CHURCH
SCOUTING
CIVIC CLUBS
LEADERSHIP

STUDENTS' SECTION - UNIT 9

A. Student Behavioral Objectives

Upon completion of this unit, the student, on a written test, will be able to:

1. Correctly outline the parliamentary procedure used to conduct a business meeting as judged by the instructor.
2. Match with 80% accuracy the civic club with the community service each renders to the community as stated by the unit.
3. Write a definition acceptable to the instructor for the meaning of civic responsibility as presented in this unit.
4. List at least four service organizations active in your community.
5. Match the executive officers of the local county to the duties of their office as stated in the unit with at least 80% accuracy.
6. Correctly respond, on a 15-minute teacher-made true-false examination, to at least 80% of the statements concerning civic responsibility.

B. Pretest

Since the content of this unit will vary depending upon each locality, it is recommended that the individual teacher develop his own pre- and post-tests.

C. Body

The term civic responsibilities includes several phases of community life. If the community is to be a desirable place to live, work, and raise a family, each person must be made aware of his responsibility as a citizen of the community. The city or local, state, and national governing bodies must be considered as one of the most important aspects of community living.

In developing the concept of civic responsibility, one must take into account his responsibility as a citizen to participate in political and governmental affairs. Many agencies of government participate in community activities in a more meaningful way.

Although all segments of government do not have a direct, visible input in community services, as citizens we have a direct contribution to make to government. As an aid to the fulfilling of this role, a knowledge of the organization and functions of the county and city government would help us better fulfill our civic responsibilities.

County Government

There are from seven to nine elected executive officers in the county. By law they are: County judge, county clerk, circuit clerk, sheriff, assessor, collector, treasurer, surveyor, and coroner. Each officer is elected for a two-year term.

The County Judge -

The county judge is business manager of the county. He is custodian of county property and public buildings and is the county purchasing agent. He is chairman of the county highway commission and of the delinquent tax board as well as a member of the county depository board. The county judge's responsibilities include county nursing homes and county prisoners.

He is an exofficio member of the county planning board and can appoint other members with the approval of the quorum court. The office of county judge is considered the most important office in the county because of its function and other than constitutional authority.

County Clerk -
This position has been called the "official bookkeeper of the county". The responsibilities of this office are: Assessment and property tax record keeping as well as appropriations made by the quorum court. He is clerk of this court as well as the county, juvenile, and common plea court. In addition, he registers motor boats, issues county licenses, and issues redemption certificates. He serves the chancery courts and he is clerk of the board of equalization.

Circuit Clerk -
The officer in this position keeps records of the circuit and chancery courts and prepares court dockets. He also must file legal documents. This position is largely administrative.

Sheriff -
Unless the statutes provide differently, the sheriff is ex-officio tax collector. As a peace office, he is responsible for law and order. He opens each term of the circuit and chancery court and carries out such court orders given to him.

Assessor -
The assessor receives payment of taxes levied on personal and real estate. An authority seldom used by the assessor is raising and lowering assessment and viewing property.

Collector -
The function of this officer is to receive payments of county, municipal, and school district taxes. He is not responsible for collecting, only receiving due payment.

Treasurer -
The treasurer is responsible for the custody and disbursement of county funds and of funds of school districts in the county.

Surveyor -
At the request of the assessor, the county surveyor locates boundaries of individual properties. Although less active in this area, he is also ex-officio county timber inspector.

Coroner -
The coroner's most common duty is to hold inquests in cases of death occurring under circumstances that might suggest crime to determine if a crime has been committed. He may perform an autopsy if so ordered by county authorities.

Civic Organizations
It is very important for citizens to be aware of the local civic service organizations, membership responsibilities, and service rendered to the community. Following are a few of the civic organizations which probably will be found in your community; there will be others you will want to consider.

Kiwanis International -
The Kiwanis International, with headquarters in Chicago, Illinois, was founded in 1915. Since that time it has grown to include 5700 local clubs. The composition of the organization is a federation of business and professional men's civic service clubs.

Contributions of this organization to the community include boys'and girls' work, agriculture and conservation, public and business affairs, support of churches in their spiritual aims, and vocational guidance.

The Kiwanis sponsors Key Club International for high school boys and Circle K International for college men.

Lions International -
The Lions International was founded in 1917 and now has headquarters in Chicago, Illinois. It is an international association of 23,807 local clubs of business and professional men in more than 145 countries.

The point of emphasis of this organization is to provide community service and to promote better international relationships. To implement this goal so that it would be meaningful to the community, committees have been established: Agriculture, Boys and Girls, Citizenship and Patriotism, Civic Improvements, Community Betterment, Education, Health and Welfare, Safety, Sight Conservation and Work for the Blind, and United Nations and Youth Exchange.

Optimist International -
The Optimist International was founded in 1919 with headquarters in St. Louis, Missouri. It has a membership of 100,000 and 2900 local clubs. The membership is made up of business, industrial, and professional men who are dedicated to inspiring respect for law, aiding and encouraging development of youth, promoting active interest in good government, and civic affairs. Their motto is "Friend of a boy". They have a monthly publication The Optimist Magazine.

Rotary International -
Rotary International was founded in 1955 and now is headquartered in Evanston, Illinois. The membership as of 1970 was 648,000 with 13,615 local clubs in 145 countries. Activities include general community betterment, leading boys and girls into good citizenship promotion, high standards in business and professions, and advancement of international understanding, good will, and peace.

They award scholarships and fellowships enabling outstanding students to study for one year in foreign countries.

Health Organizations of Arkansas

Public health in a community should be a concern of every citizen of the community. There are many services rendered by local, state, and national health departments. There are also many service groups that make great contributions in community health. Many individuals donate free time to organizations such as the Red Cross, Cancer Drive, Heart Fund, etc.

The following are some of the health organizations that are active in Arkansas:

Arkansas Cancer Society -
"To aid in coordinating and correlating the efforts of individuals and organized bodies to reduce the mortality from cancer in Arkansas; to disseminate knowledge on the subject of cancer; to aid in establishing and maintaining research activities in the field of cancer; research is coordinated through the National Cancer Institute to which the society contributes research funds."

Arkansas Heart Association -
"To aid in coordinating and facilitate the efforts of organizations and individuals interested in heart disease with a view to reducing the morbidity and mortality therefrom in Arkansas. A federation of Provincial Heart Foundations. Supports research in the cardiovascular field and passes on information through a program of professional and lay education."

Arkansas Tuberculosis Association -
"Aiming to alleviate the plight and promote the well-being of those suffering from the dread disease of tuberculosis and other chronic pulmonary ailments." Activities include meetings and social functions, annual drawing, etc. Finances: Membership- $5.00 dues; Other sources- income from social functions.

D. Review
1. What functions should a person consider as his civic responsibilities?
2. In what way can a person benefit himself and his community by being aware of and participating in civic responsibilities?
3. To what youth organizations do you belong? If none, which do you expect to join?
4. You may want to conduct a five-minute meeting using proper meeting procedure.

UNIT 10. PERSONAL MANAGEMENT OF MONEY, CREDIT, AND BUSINESS RECORDS

PURPOSE OF UNIT: Unit 9 dealt with the application of those qualities of self-development which are needed to accept community responsibilities. This unit is designed to help students become aware of good managerial practices regarding use of their time, credit, and money, to the extent that money, credit, and time are managed properly. Many of their material desires and self-satisfactions can be met through their participation in the world of work.

TEACHERS' SECTION

A. Teacher Objectives
   1. To develop managerial abilities in the areas of money, credit, and personal business records.
   2. To develop an awareness of personal responsibilities such as credit, taxes, insurance, and related responsibilities.
   3. To help the student realize that successful money managers use goals as a guide in deciding the use of money.
   4. Help students to understand the concept that a budget is a flexible plan whereby you estimate what your income will be during a certain period of time and then decide how you will use that income.
   5. To help develop an awareness in students that money only comes from working either as wages or earnings from investments.
   6. To help students develop an awareness of the value time has to each individual according to the way it is used.
   7. To help students realize that wise use of time can help them reach their goals more effectively.

B. Suggested Teaching Activities
   1. Instruct students to fill in blank business forms in class.
      a. Bank statements and checks
      b. Tax forms
      c. Insurance forms
      d. Installment forms or bills of sale used on cars and appliances.
   2. Discuss the steps in budget-making and ask each student to make a realistic budget.
   3. Assign class members to research the financial conditions in the local area.
      a. Interest rate
      b. Cost of credit buying
      c. Types of investments available
      d. Charges for income tax forms.
   4. Invite resource persons from the following areas:
      a. Real estate agencies
      b. Tax assessors
      c. Insurance adjustment agencies

        - d. Investment firms
        - e. Bank and loan companies.
    - 5. Keep a diary of all the things you do for one day and the time spent doing each. Evaluate this record to see how effectively you are using your time.
    - 6. Put a $1.00 per hour value on the time you have for one year and see how rich you are. See how much each day of school time is worth; a school year.
    - 7. Invite a woman who works as a wage earner and is a housewife to tell you how she manages her time.

C. Factors to Consider

- 1. Money must be available to be managed.
- 2. Wise management entails some type of plan, either long or short-ranged.
- 3. Credit is not given, it is established and its obligations should be met regularly and promptly to maintain the establishment.
- 4. Commandments of thrift:
    - a. Work and earn.
    - b. Make a budget and live within it.
    - c. Keep a record of expenditures.
    - d. Have a bank account (checking and savings).
    - e. Pay bills promptly.
    - f. Live within your income.
    - g. Carry insurance.
    - h. Investments (savings, stocks, bonds).
    - i. Invest in a home (buying versus renting, types of home ownership).
    - j. Make a will.
- 5. The ultimate function of money is to help in the realization of individual and family goals.
- 6. Goals and values determine the manner in which our money is spent.

D. References

- 1. A Guide for Developmental Guidance, U. S. Department of Labor, Bulletin #14, Washington, D. C.
- 2. Let's Learn About Consumer Finance, National Consumer Finance Association, Washington, D. C.
- 3. Films available through the State Department of Education Film Library, Little Rock, Arkansas 72201.
    "Money and Its Use"
    "How To Handle Your Money"
    "Your Thrift Habits"
    "Work of the Stock Exchange"
- 4. Management for Better Living, Mary Catharine Starr, D.C. Heath and Company, Lexington, Mass. 1968.
- 5. Enjoying Family Living, Aleene Cross, J.B. Lippincott Co., Philadelphia, Pa. 1967.
- 6. Exploring Home and Family Living, Prentice-Hall, Inc. Englewood Cliffs, New Jersey 1971.
- 7. What Every Woman Should Know About Money, Mercedes Wood, Public Relations Director, Beneficial Management Corporation, 200 South Street, Morristown, New Jersey, 17960.
- 8. "Household Finance Corporation. Your Budget, Money Management Booklet", H.F.C., Money Management Institute, Chicago, Illinois.
- 9. "Making the Most of Your Money", Educational Division, Institute of Life Insurance, 227 Park Avenue, New York, New York 10017.

10. "It's Your Money", Educational Services Divison, National Consumer Finance Association, 1000 - 16th Street, Washington, D.C. 20036.
11. "A Guide to Budgeting For the Family", Home and Garden Bulletin #108, U.S. Department of Agriculture.
12. Audio-visuals:
    Overhead transparency originals 3M Brand, miniatures attached at end of unit.
    a. Dollar Stretching Practices for the Family Buyer
    b. Stopping Leaks in Family Spending
    c. Evaluating Advertising
    d. The Effect of Conditions Outside Family and Household on Management
    e. Human Resources and Personal Development

    Films and Film Strips
    a. "Your World and Money", 35 mm, 58 frames, Household Finance Corporation, Money Management Institute, Prudential Plaza, Chicago, Illinois 60601.
    b. "Your Money and You", 35 mm, 72 frames, Household Finance Corporation, Money Management Institute, Prudential Plaza, Chicago, Illinois 60601, Price $1.75.
    c. "Personal Financial Planning", National Consumer Finance Association, Education Division, 1000 - 16th Street N.W., Washington, D.C.

    Overhead transparency masters, a mini copy of (1) Organizing Time to Achieve Goals, (2) Systematizing, and (3) The Effect of Motivation on Energy. These masters are available from 3M Brand instructional materials at $1.85 per single set.

    Films
    a. "A Time Like This", 16mm, 28 minutes, Modern Talking Picture Service, 3 East 54th Street, New York, New York 10022.
    b. "When Your Time Is Your Own", 16mm, 23 minutes, National Film Board of Canada, 680 - 5th Avenue, New York, New York 10019.

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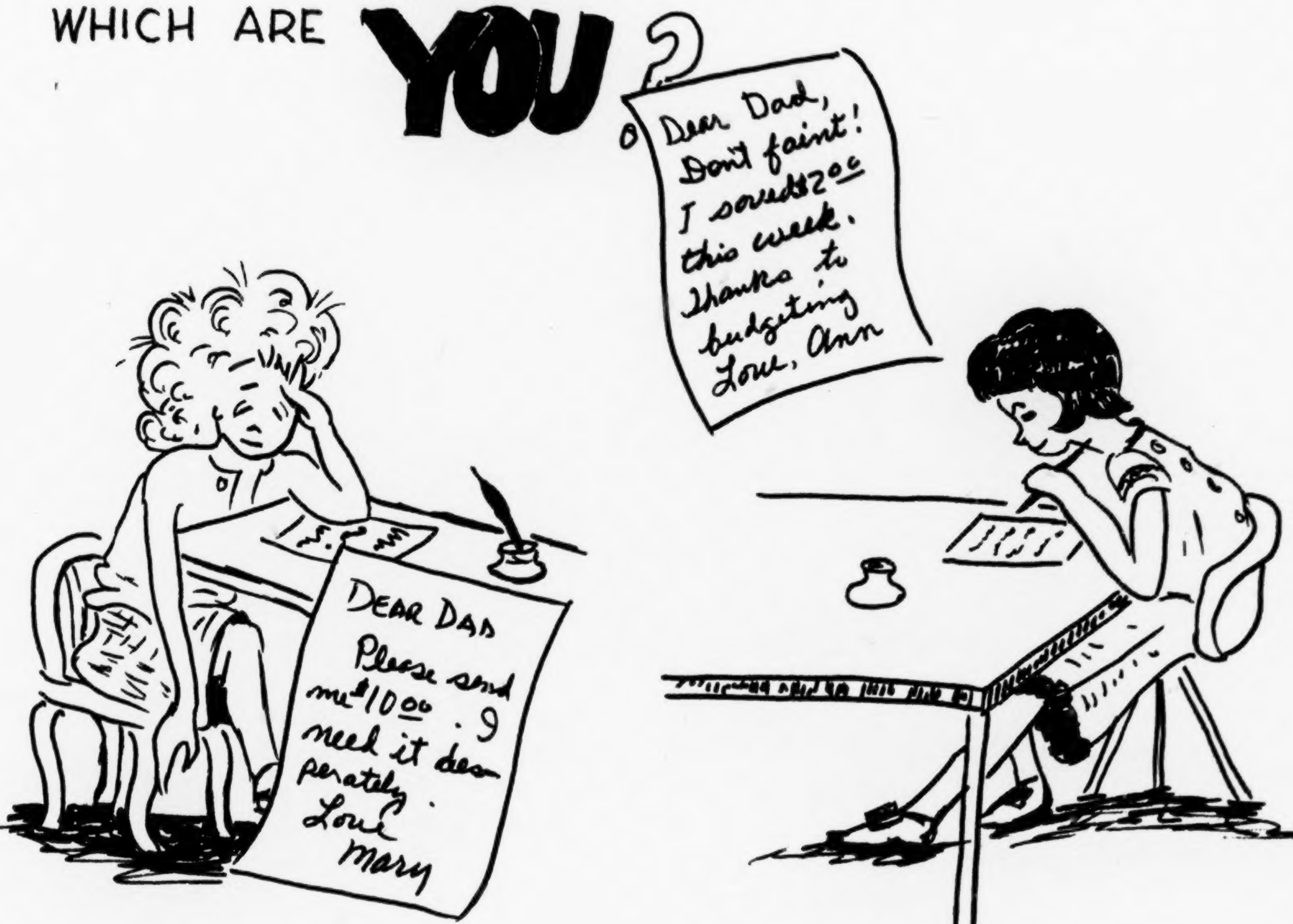
PERSONAL MANAGEMENT OF MONEY, CREDIT, AND BUSINESS RECORDS

WHICH ARE YOU?


Dear Dad,
Don't faint!
I saved $2.00
this week.
thanks to
budgeting
Love, Ann
DEAR DAD
Please send
me $10.00. I
need it desperately.
Love
Mary

STUDENTS' SECTION - UNIT 10

A. Student Behavioral Objectives

Upon completion of this unit, the student, on a written examination, will be able to:

1. State at least four advantages of making a written time schedule as outlined in this unit.
2. Identify four of the five personal concerns that according to this unit should be considered when developing a spending plan.
3. Identify and define two types of costs as outlined in this unit.
4. List three types of income outlined in this unit.
5. List five of the seven steps to financial wisdom as outlined in this unit.
6. Correctly respond to at least 80% of the items on a teacher-made test relating to the money management, time management, and business records.

B. Pretest

Directions: On a blank sheet of paper write the numbers 1 to 10. Read each of the following statements and indicate if you believe each statement to be true or false.

1. Your quality of management depends on how you use your own personal resources.
2. Time is completely expendable;if not used at present it is gone forever.
3. The value of time depends on the individual and what he does with it.
4. We should not worry or try to manage time so as to accomplish all the things we want to do.
5. In order to be efficient in time management, we must also manage the use of our energy.
6. An individual's time usage is related to his values and the availability of other resources.
7. Systematizing in the home and performance of jobs helps a person in becoming efficient in time usage.
8. Planning a time schedule in one's mind is just as good as writing it down.
9. Time schedules are rigid written plans which must be strictly followed in order to be effective.
10. Becoming efficient in use of time also helps us to be better managers in areas of management such as energy and money.

Answers:

1. T
2. T
3. T
4. F
5. T
6. T
7. T
8. F
9. F
10. T

C. Body

Management may be defined as the use of time, energy, money, and material possessions. Management may be either desirable or undesirable. It may be either good or poor. Your quality of management depends on the way you use your own personal resources. Your decisions will be influenced by others, especially your peers and parents, but the final decison will be yours.

Time management is one of the most important phases of becoming a good all-around manager. Time is the one resource which all persons possess in the same amount. Each person has 24 hours or 1,440 minutes in each day. There is no bank or storehouse for time so that we can draw upon it if we seem to be running out of time before reaching our goal. It depends on one's managerial skills if time is to be used to the maximum. Time is completely expendable, a moment lost or wasted is gone forever.

Time within itself has little meaning or worth. It is the individual and what he/she does with time that gives it value. In order to get full value of time every minute must be used effectively. To do this one must plan for full use of his time. Time must be allowed for doing the necessary routines of life such as sleeping, eating, grooming, dressing, doing daily chores, going to work or school. We must also plan some time to be alone and to be with others. We need to use our time in such a way that we can accomplish all of the things we need and want to do. The determining factor in doing this is not just the planning of use of time, but also other resources such as energy. Wise use of energy helps one to conserve time. If one is tired because of lack of energy, it will take much longer to do a task than if he is refreshed and has a good energy supply. Energy may be conserved by alternating more vigorous tasks with those which are less physical.

Since time management is big business for each individual, we can all take a tip from executives. They plan and record those plans on paper. By the individual making a written master plan, he will have the following advantages. First, merely in the process of writing out what he is to do, he will see relations between activities. Second, as he plans each single item on his list, he is more inclined to think through each step. He does not waste time action trying to think where to start. Third, he has a guide as time and activity moves along. He does not have to jog his memory if he forgets where he is. Fourth, at the end of a period of time, he is better able to evaluate his progress and see where he might make better use of some of his time.

When making a time schedule, you need to try to apply the following four principles or measures of a good time schedule: simplicity, completeness, flexibility, and workability. Make your plan simple and do not spend too much time working on a plan. These same four principles apply to both short and long-term planning.

Wise planning and efficient usage of time will help make you a more successful person at school, on a job, or at home.

Money Management -
Money is a fact of life at almost any age. Skill in using it will be needed all through life. Management of money is often defined as an understanding and maintaining a workable relationship between income and outgo. You will be using this skill all of your life and the value you receive from your income will depend upon your proficiency in development of management practices.

In order to effectively manage your income, you must become aware of what you actually have to spend. There are three types of income:

(1) gross income, the total amount you have before any deductions are made; (2) net income, take-home pay (spendable income), what is available to spend for everything you buy; (3) discretionary, that which is left after you subtract your regular expenses from your net income, what you spend for strictly "choice" spending.

Income is derived from many sources: salary or wages, profits from business or farming, interest on savings, dividends on investments, rents from properties, commissions, pensions, public assistance, annuity or insurance income, or any other source which comes in regularly.

In order to plan spending wisely, you should be aware of the deductions which are made from income sources. Some of the deductions are Federal Income Tax, State Income Tax, Social Security, union dues, withholding for pensions, retirement, insurance payments, etc.

As a young person you may assume that you do not have an income to manage, but you do either from earnings, allowance, or the dole system. Your earnings come from work performed. Allowance is a set amount supplied by parents for your personal spending for a specific period of time. These may vary according to needs, family income, age, and family values. The dole system is where you just ask and receive money when you can talk your parents out of it. Your income may be limited but you should plan your spending so as to derive the greatest benefits for it.

The use you make of your income will be influenced by your values, goals, shopping knowledge, and external influences such as parents, peer groups, economic and societal conditions.

Development of a workable spending plan is necessary if you are going to manage your money rather than have it manage you. In developing a workable plan, you should consider the following personal matters: (1) what your wants and special needs are; (2) what your income will include; (3) how you have distributed your money in the past; (4) what changes in your life or your family's lives are likely to alter your present financial picture; and (5) your checking and altering your plan after a trial period.

As you consider your wants and needs you will need to establish priorities, consider essentials and non-essentials, and determine both short and long-term goals. Your own values will have the greatest influence on determining your personal goals. The following three headings could be used for categories of wants and needs: Soon, This Year, and Future. After you have completed your list you can readily see where you want to go financially. A great deal of self-discipline is involved, because you may find that your wants and needs cannot be fully met with your income.

When speaking of income, we find there are many kinds, but our primary interest is money. In our economic system, money serves as a medium of exchange for goods and services we want and need. Money has relative value when it is used to meet our needs and wants. Your source of income may be an allowance, earning from a job or investments, gifts or a dole. You need to think in terms of spendable income, that which is left after deductions are made. Deductions are made from earning but would not be taken from an allowance, dole, or gifts. If your income is irregular, you will need to arrive at an estimate and it should be based on the lowest expected income. Your estimate can be based on your recent and expected income.

If you have records of your past income, it can serve as a basis for planning your future spending. In making your estimates the immediate and near future items should be considered first. If your income is low, you may find some immediate things may have to be eliminated in order to plan for long-range goals. If no previous spending records are available you may want to keep a spending record so you can become aware of your spending habits before you try to plan your spending.

Incomes often vary so you should consider causes which could alter your financial plans. Some of these could be health of family members, changing economic conditions of the area, stage of family cycle, employability of family members, mobility of family and family values and goals.

After you have determined your goals, computed your spendable income, estimated and apportioned your income, and considered possibilities for income changes, you are then ready for developing your spending plan or budget. Your spending plan or budget should be flexible, based on your own personal goals, spendable income, estimated income, and be for a specified time. You need to consider both fixed and flexible costs. Fixed costs are those which are fairly certain in amount and which occur regularly. Flexible costs are those which are uncertain in amount and occur regularly. Spendable income must cover both regular expenses and discretionary expenses. Savings should be included first in all budgets - this means you get paid first even though it may be just a small amount. If savings is determined last, there is seldom anything left to save.

By developing a workable spending plan, it will force you to decide what you want most out of life, help you to live within your income, help you to eliminate wasteful spending, help you to achieve long-range goals, provide education in the management of money, and be an excellent financial reference.

You may conclude that a budget is a plan for allocating income during a set period, based on an estimate of the funds available. A budget will vary from one family to another or one person to another because of the difference in values, goals, earning abilities, and many external factors. What will work well for one will not fit another. A budget is strictly a personal plan.

You can be sure that you are a good manager of money if you follow the "Seven Steps to Financial Wisdom", National Association of Manufacturers, 277 Park Avenue, New York, New York 10017.

1. Treat money with respect: All material things cost money; so without it, you're not "with it". In fact, you're in trouble. It just makes good "cents" to treat your dollars wisely.

2. Be realistic about your budget. If you spend more than you earn, you'll be in debt; so, establish realistic goals for both spending and saving.
3. Know your spendable income: Deduct taxes, insurance, and then fixed expenses from your income to determine your spendable income before you take on additional expenditures. This is the first step toward keeping out of debt.
4. Save now to spend more later: Set a goal and save big! If you have a big incentive, the cost of saving is slight.
5. Honor your credit rating: If you must borrow to pay a debt or make a large purchase, be sure to shop for the best credit terms. Get advice from your bank; know what you are doing. Then pay your monthly installments promptly.
6. Help your money grow: Don't leave large sums of money in a checking account or under the mattress. Put it in a savings account on bonds that will pay you interest. Or, after investigating thoroughly, buy stocks or real estate for future growth.
7. Keep accurate records: When you know what it costs you to live over any given period of time, you can save easier to spend more.

D. Review
1. What are some advantages and disadvantages of owning your own home?
2. What percentage of a family's income should go to food? Clothing? Shelter?
    a. What factors affect these percentages?
    b. What determines if an item is a necessity, a desirable or a luxury?
3. How does credit differ from interest and equity?
4. What are some security measures wage earners need to consider as protective measures for their families?
5. What is money?
6. What is management?
7. What benefits, if any, do taxpayers receive from the taxes they pay?

UNIT 11. TESTING

PURPOSE OF UNIT: Although testing is not a unit of self-development, it is a tool which may be used to help students study themselves. Too many students set out to train for occupations for which they are unsuited. This leads to unhappiness. Today we possess tests which can help provide young people knowledge about themselves which they can use in selecting an occupation for which they are suited. Students can make wiser choices by looking at their test results and comparing their ability and interest scores along with particular personality traits with the types of individuals who are successful in various jobs. We can all agree that a person who does not do well in math should not be an accountant. We need much information about ourselves if we are to select suitable occupational goals. Students should realize that tests are tools and cannot be relied upon as the final word.

The GATB (General Aptitude Test Battery), Kuder Interest Inventory, OVIS (Ohio Vocational Interest Survey), and others may be appropriately administered as the teacher desires. Tests are an effective means of helping direct the thoughts of students to their individual differences. Because test information is a small sample of behavior, it indicates possible ability strengths and weaknesses, as well as strong and weak interests. Tests give some indication but are not conclusive evidence and are most useful in helping a person discover in which direction his occupational preference lies.

TEACHERS' SECTION

A. Teacher Objectives
   1. To assist in guiding the student towards the proper selection of a vocation.
   2. To help student recognize his strong and weak points so that a more realistic decision about a vocation can be made.

B. Suggested Teaching Activities
   1. Complete instructions for taking tests should be given.
   2. Tests should be given early in the first semester.
   3. Students should be made aware that testing is only one of the many indicators pointing toward choice of a vocation.
   4. In schools where counselors are available, every effort should be made to use their skills and experiences.
   5. A proper atmosphere for testing should be a prime concern.
   6. Individual testing may be considered where there is a specific problem. Otherwise group tests should be administered.
   7. Tests and their results should be used to reinforce the student. If students can be helped to realize that the only purpose for administering these tests is for self-understanding, and if this is the only purpose for using these tests, then students will be highly motivated.

8. In schools where there is no local counselor, help may be received from the State Guidance Office, LeRoy Pennington, Director, Department of Education, Little Rock, Arkansas 72201.
9. The Employment Security Division administers the GATB to seniors free, upon request. The GATB is a battery of about ten aptitude tests which can be used with ninth graders and provides a wide range of aptitude information.

C. Factors to Consider
1. In order to help students in an occupational orientation class, it is essential for the teachers to understand every student. Teachers and counselors often use standardized tests to accomplish this activity.
2. Interest inventories are used to identify unknown or unrecognized interests. They are also helpful in identifying discrepancies between interests and aptitudes or abilities.
3. Aptitude tests aid in vocational guidance by giving information on individual aptitudes and potentialities.

D. References
1. DAT (Differential Aptitude Test), is an aptitude test battery highly recommended as a prime tool in orientation. It can be obtained from Psychological Corporation, 304 E. 45th Street, New York, New York.
2. OVIS (Ohio Vocational Interest Survey), is an interest survey test, and can be used in conjunction with aptitude tests. Covers broad spectrum of occupational interests. Can be obtained from Harcourt, Brace, and World, 757 - 3rd Avenue, New York, New York, 10017.
3. Kuder Form E is a general interest survey instrument designed for individual or group use. Obtained from Science Research Associates, 259 Erie Street, Chicago, Illinois 60611.
4. Kuder (Form DD) is a good follow-up type for 11 and 12 grades. Obtained from SRA, 259 Erie Street, Chicago, Illinois.
5. Kuder Preference Test is another interest survey, very complete, and also highly recommended for use in conjunction with the DAT or similar aptitude test. Obtained from SRA, 259 Erie Street, Chicago, Illinois 60611.

TESTING

STUDENTS' SECTION - UNIT 11

Because this unit concerns testing, the procedure followed in providing the student section in all other units will be omitted. Students will use results from tests taken in this unit throughout the planning phase of this course.

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CHAPTER II

GENERAL STUDY OF OCCUPATIONS

PURPOSE OF CHAPTER: Chapter I provided a study of self and ways to develop qualities required to work successfully in occupations and to live successfully in society. Chapter II provides a general study of the world of work according to its occupational structure, economic function, and general aspects of job requirements. Students should be provided an opportunity to become aware of the natural setting of the local and national world of work. In this general occupational study, students should begin to form some general relationships of self to the general occupational world. In Chapter III students will measure more specific relationships of self to an occupation.

UNIT 12. INTRODUCTION TO THE WORLD OF WORK

PURPOSE OF UNIT: Students should be able to see the structure and relationship of occupations such as the various clusters of jobs that constitute a given industry. They should also be able to see the interdependency of one industry on another and one worker on another. In light of the occupational structure and function, they should have an opportunity to see the need for developing qualities needed to participate successfully in the world of work in our society. Teachers need to seek various ways (mock-ups, drawings, models) to convey to students the world of work concept. The school setting provides many job clusters that could be used to constitute an occupational structure and show interdependency. The local community occupational structure should be outlined and related to the county, state, and national structure. Students should be motivated by realizing that the more they understand the occupational structure, the better chance they will have in fitting themselves into it. They will have only a short time to develop themselves to fit successfully into the world of work; otherwise, they will bobble about like a floating cork.

TEACHERS' SECTION

A. Teacher Objectives
1. To instill in the students an understanding of the world of work that would encourage the self-concept that we should be productive members of our society.
2. To provide students with an understanding of the wide realm of the world of work.
3. To provide the students an insight of what effect a job or career selection will play in their lives.
4. To provide actual or simulated experiences in the world of work to increase his awareness of career planning.

B. Suggested Teaching Activities
1. Ask students to develop a chart of the occupations represented in the school and in the community.
2. Acquaint the students with the D.O.T. and the Occupational Outlook Handbook.
3. Discuss the fact that all jobs have importance.
4. Discuss the many different occupations involved in getting a container of milk in the refrigerator (often referred to as the people pyramid).
5. Determine which occupations are newly established in the area and which ones have been abandoned. Discuss the reasons behind these changes.
6. Select students from the class to give talks on either their mother's or father's occupation.

C. Factors to Consider
  1. What is the world of work:
    a. A segment of our society:
      (1) Means of earning a living.
      (2) Work once was considered production through physical effort.
      (3) In place of work we have substituted jobs or positions.
    b. The world of work includes:
      (1) Tremendous variety of jobs.
      (2) New emerging jobs.
      (3) Constantly changing demands.
        (a) Some expanding
        (b) Some declining
    c. Relationship of work to man:
      (1) Work means different things to different people.
      (2) Most people work for a living.
      (3) Man's occupation in society is his single most significant status conferring role.
      (4) Work provides an expression of pride and dignity.
      (5) Through work man can exhibit skill, ability, and creativity.
    d. Work ethics:
      (1) Work is considered favorable by most people.
      (2) Willingness to work for the conveniences we desire.
      (3) Man's obligation to work (not to be a free loader).
      (4) Work is a facet of man and when this facet is void, man is robbed of a privilege.
      (5) It is actually a privilege to work at a job of one's choosing.
      (6) Work is a service you provide for a charge.
      (7) Do not short change your employer through -- loafing, dishonesty, unreliability, lack of promptness, etc.
    e. Occupational prestige:
      (1) Some occupations hold a high prestige.
        (a) Students should be made aware that some positions which have status, pay less than some jobs of lower status.
        (b) Explain that many service and blue collar positions pay a very good income and make a great contribution to our way of life.
      (2) A large portion of our lives will be spent in some type of occupational endeavor.
        (a) We should work in areas which are of interest to us and will bring the greatest satisfaction to our lives.
        (b) Interest and ability are more important than a job of high prestige which is not interesting to you.
        (c) Students must realize that most of them will have a potential of 40-50 years of productive life after completing school which will be spent in the world of work.
        (d) Instill in students that working at something you enjoy makes life interesting and the satisfaction in one's job not only brings happiness on the job but will carry over into one's personal life.
  2. Economies of the world:
    a. Free-enterprise
    b. Communism

    c. Socialism
    d. Fascism
3. Business types:
    a. Single proprietorship
    b. Partnership
    c. Cooperatives
    d. Corporations
4. Worker classifications:
    a. White collar
    b. Blue collar
    c. Service
    d. Farm
    e. Manual

D. References

1. Manpower and Economic Education, Robert L. Darcy and Phillip E. Powell, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York, 10036.
2. Occupational Outlook Handbook, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia.
3. Dictionary of Occupational Titles, Bureau of Employment Security, Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Georgia.
4. Films: "What is a Corporation?" and "Defining Democracy", available through the State Department of Education Film Library, Little Rock, Arkansas, 72201.

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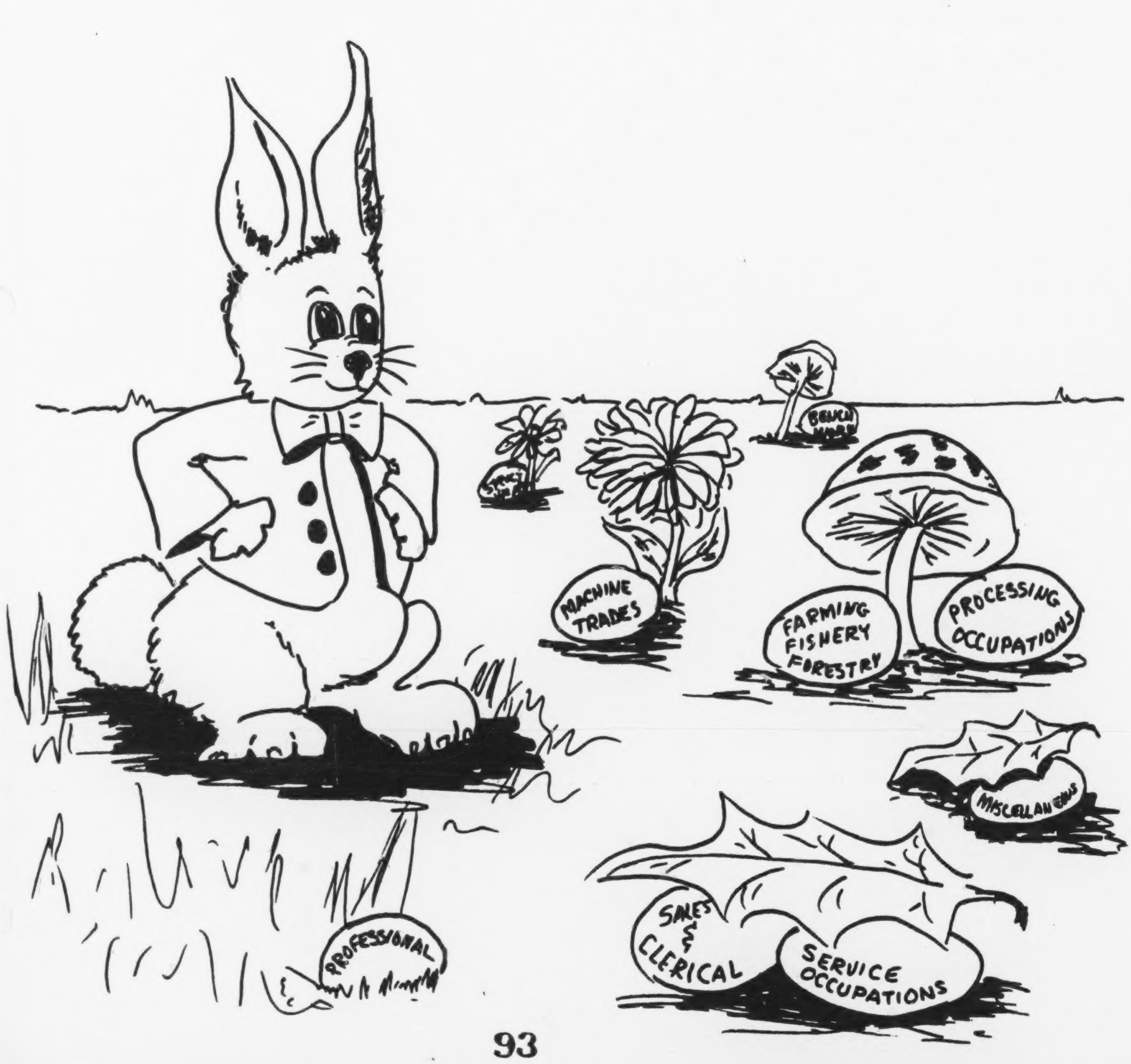
STUDYING OCCUPATIONS


BENCH WORK
MACHINE TRADES
FARMING FISHERY FORESTRY
PROCESSING OCCUPATIONS
MISCELLANEOUS
PROFESSIONAL
SALES & CLERICAL
SERVICE OCCUPATIONS

STUDENTS' SECTION - UNIT 12

A. Student Behavioral Objectives

Upon completion of this unit, the student will be able to:

1. List 7 out of the 10 areas of work as listed in the unit.
2. Participate actively in a class discussion on the meaning of work to the satisfaction of the instructor.
3. Accurately write a definition for the terms work, job, career, and occupation as judged by the instructor.
4. Write, to the satisfaction of the instructor, a 75-word essay on why jobs are constantly changing.
5. Correctly sort with 80% accuracy, a list of 10 occupations into blue collar and white collar categories.
6. Correctly respond on a written teacher-made test to at least 80% of the questions concerning the material covered in this unit.

B. Pretest

No pretest or post-test has been developed for this unit as it was felt that the teacher, taking consideration of local conditions, could better prepare such tests.

C. Body

During man's time span on earth, there has been many different notions about the nature of work and its importance. Work to mankind can be many things: a necessary evil, a way of making a living, a method of expressing oneself. To understand the functions that work can serve the meaning must be understood of these terms:

Work - it is an activity in which one exerts strength or effort to do or perform something (the effort may be physical and/or mental).

Job - a position in a particular plant or place of work that has a defined set of requirements or routine.

Career - a career is a great deal different from a job. It implies a life's work in a broad area of interest in which one has received some training. Within any one career field, there may be many individual choices (jobs).

Occupations - refers to a group of similar work activities found in more than one place of employment. An occupation requires certain skills.

Labor - is much like the word work but labor implies that goods and services are provided for the economy.

All jobs are important. The food that is eaten, the clothes that are worn, the homes that are built are all provided by many different people working at many different activities. Who could determine the most important level in the process of producing a loaf of bread? Would it be the farmer who grows the wheat, the trucker who takes the wheat to the mill, the miller who grinds the wheat into flour, the baker who makes the flour into bread, or the salesman who sells the bread to the consumer?

Our economic system is dependent upon workers choosing a job and doing it well. The world of work, which according to the Dictionary of Occupational Titles has over 30,000 different occupations, can be divided into ten major areas of work:

- Farming
- Mining
- Manufacturing
- Trade - Wholesale and Retail
- Transportation and Public Utilities
- Construction
- Services
- Finance
- Government
- Armed Services

More workers are employed in manual occupations than in any other type of work. These are the people who work largely with their hands and are called blue-collar workers. The key words used to describe blue-collar workers are: manufacture, produce, fabricate, make, build, and repair. As the economy or standard of living continues to rise, the number of workers needed in the manual occupations will also increase.

White-collar workers are the second largest group of workers. These are people who work in offices, hospitals, community centers and schools. Professions such as law, medicine, accounting, the ministry, and teaching are also classified under this heading.

Not every community can offer jobs in each of the ten areas of work. A person from a small town, and sometimes from a large town, who wants a career in aeronautical engineering may have to move to another part of the United States. This then means that the work would sometimes determines the geographical area one must live in.

An important characteristic of the world of work is the fact that there is always change. In a period of a few years, changes in population and advances in technology have resulted in many changes. Technology is constantly improving the methods of production and the quality of the product. This, of course, eliminates some jobs and creates new jobs.

There is a tremendous variety of jobs available in the United States and more new ones develop every year as a result of new discoveries and inventions. A good example is the event of atomic power bringing new jobs of scientific interest and ability. Television has opened a whole new market for writers, actors, producers, technicians, sales people, and repairmen. Air conditioning, although not a new invention, but because of the increasing standard of living, has created thousands of new jobs.

D. Review

1. Why is work called a segment of our society?
2. What do we mean by the wide world of work?
3. Why are jobs constantly changing?
4. What does work mean to you?
5. Why must one be aware of certain work ethics?

6. What economic freedoms do we have that might be lost under a different economy?
7. What are the advantages and disadvantages of the different types of businesses?
8. Which type of worker would you like to be and why?
9. How do changing demands relate to emerging jobs?
10. Explain the pride and dignity of work as it relates to man.
11. Discuss ethics as they relate to your future employer.
12. Is an individual's choice of jobs worthy of respect?

UNIT 13. CLASSIFICATION OF OCCUPATIONS

PURPOSE OF UNIT: This unit of study will prepare the students for using the Dictionary of Occupational Titles and other publications while actually exploring occupations in Chapter III. Teachers may use Dictionary of Occupational Titles and other kinds of information in other publications as aids in helping students locate occupational information.

TEACHERS' SECTION

A. Teacher Objectives
   1. To help the student develop an insight into the various groupings of occupations which will aid exploring them in Chapter III.
   2. To help the student build a basic understanding of the occupations so that he may make sound and realistic decisions toward a tentative choice of an occupation.

B. Suggested Teaching Activities
   1. Invite speakers from ESD, government offices, county health departments, various businesses, and industries.
   2. Ask each student to report on a job of his/her choosing, or to select a job in which they have some interest, including details such as job requirements, nature of the work, etc., taken from the Dictionary of Occupational Titles.
   3. Instruct students on the D.O.T. system of job classification until all students use the D.O.T. effectively.
   4. List at least one job for each of the categories and ask students to verify the classification using the D.O.T.

C. Factors to Consider
   1. Jobs to be classified and definition of jobs:
      a. Volume I of D.O.T. has names and definitions of 35,000 separate occupations.
      b. This book contains information on jobs which answer the questions of "what gets done?", "how it gets done?", and "why it gets done?"
      c. The definition also provides information about the functions of the worker, significant aptitudes, interest, temperament, physical demands, and working conditions.
   2. Classifications as to occupations and coding techniques -- this material is taken from Volume II of the D.O.T.
      a. Occupational group arrangement (use of the first three numbers of the six-digit code):
         (1) 0 and 1 -- professional, technical, and managerial
         2 -- clerical and sales occupations
         3 -- service occupations
         4 -- farming, fishing, forestry, and related occupations
         5 -- processing occupations
         6 -- machine trades occupations

7 -- bench work occupations
8 -- structural work occupations
9 -- miscellaneous occupations

(2) Occupational divisions -- total of 84 different divisions. This is the second number of the six-digit code.

(3) Occupational groups -- total of 603 different groups. This is the third number of the six-digit code.

b. Worker traits arrangement -- the last three digits of the six-digit code are used to classify jobs as follows:

(1) Fourth number -- relationship to data
(2) Fifth number -- relationship to people
(3) Sixth number -- relationship to things

3. Other general occupational classifications:

a. Occupational Outlook Handbook -- jobs classified as to:

(1) Nature of the work
(2) Where employed
(3) Training
(4) Employment outlook
(5) Earnings
(6) Working conditions
(7) Where to go for more information

b. Vocational Education and Occupations -- this publication correlates D.O.T. job titles with the U.S. Office of Education vocational program titles. Given a specific D.O.T. job title one can determine the corresponding U.S. Office of Education classification -- and vice versa. It also allows a teacher to determine which jobs as classified in the D.O.T. make up each of the vocational service areas.

4. Classifying occupations by cluster: Occupations may be classified according to the cluster they form. A cluster of occupations consists of the various jobs that are necessary to conduct a certain enterprise. The following examples will illustrate some occupational clusters that are common to certain vocational service areas. (See the three pages that follow.)

D. References

1. Dictionary of Occupational Titles, Volumes I and II, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
2. Occupational Outlook Handbook, Bureau of Employment Security, U.S. Department of Labor, 1371 Peachtree Street, N.E., Atlanta, Ga.
3. Encyclopedia of Careers and Vocational Guidance, Volumes I and II, William Hopke, Editor-in-Chief, Doubleday and Co., Garden City, New York.

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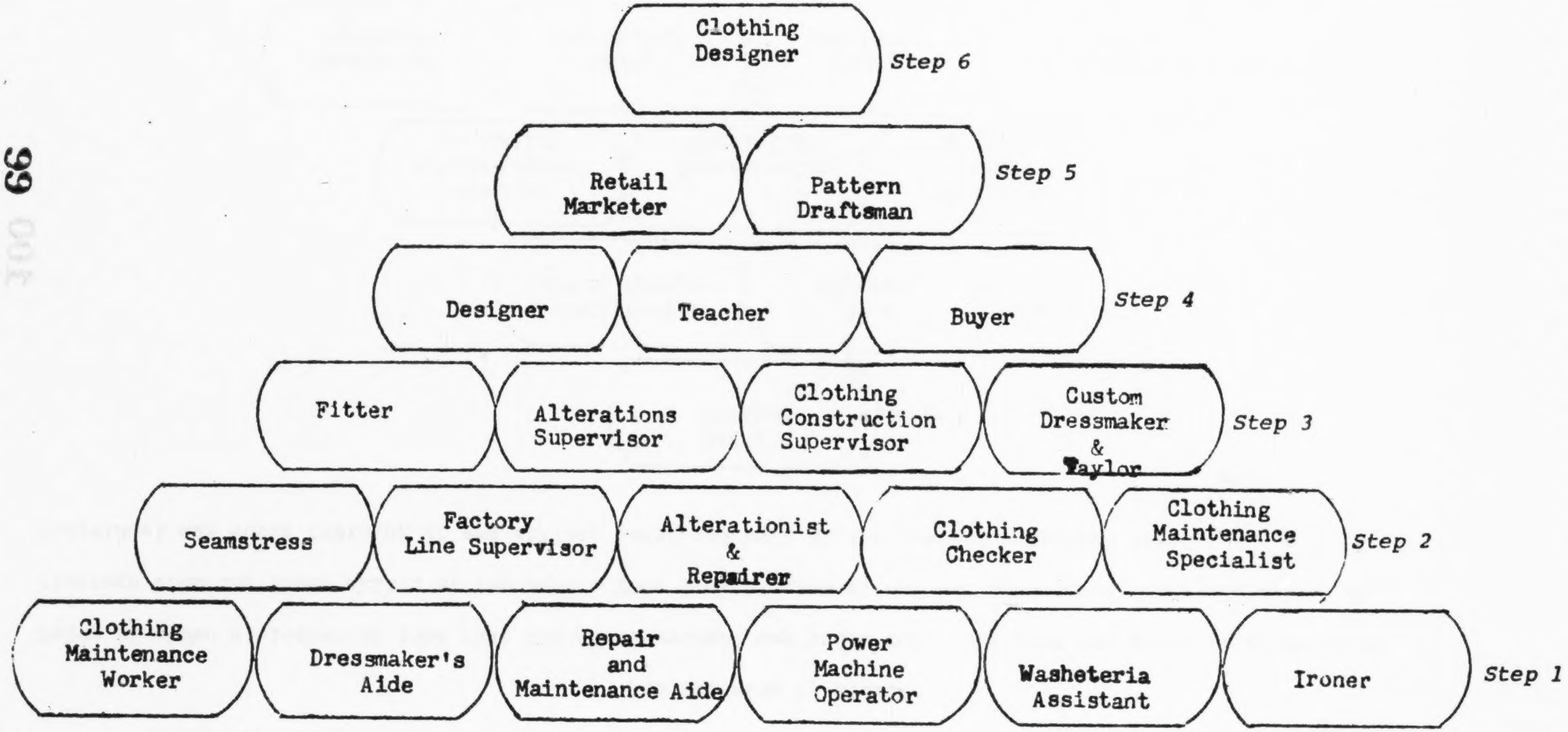
Service Area Home Economics *Job Cluster Area* Clothing Service

Job Training by Cluster

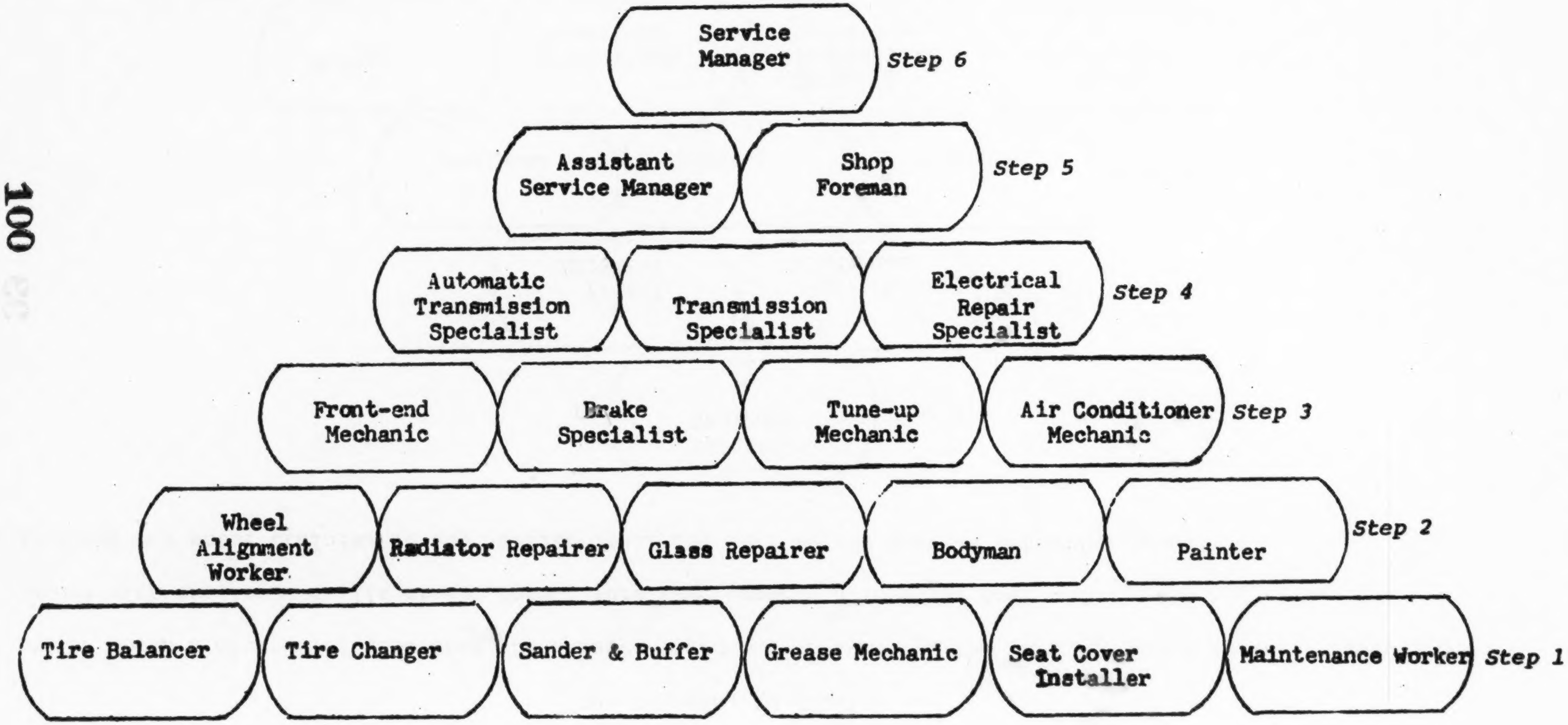
Below is shown a cluster of jobs that the disadvantaged may train for. The jobs are given in broad based clusters with the lower skills at the base. This type program allows for open ended entry and exit. An individual may enter training at any ability level and exit at any desired potential level.


Clothing Designer
Step 6
Retail Marketer
Pattern Draftsman
Step 5
Designer
Teacher
Buyer
Step 4
Fitter
Alterations Supervisor
Clothing Construction Supervisor
Custom Dressmaker & Taylor
Step 3
Seamstress
Factory Line Supervisor
Alterationist & Repairer
Clothing Checker
Clothing Maintenance Specialist
Step 2
Clothing Maintenance Worker
Dressmaker's Aide
Repair and Maintenance Aide
Power Machine Operator
Washeteria Assistant
Ironer
Step 1

Service Area General Cooperative Education *Job Cluster Area* Automotive Repair

Job Training By Cluster

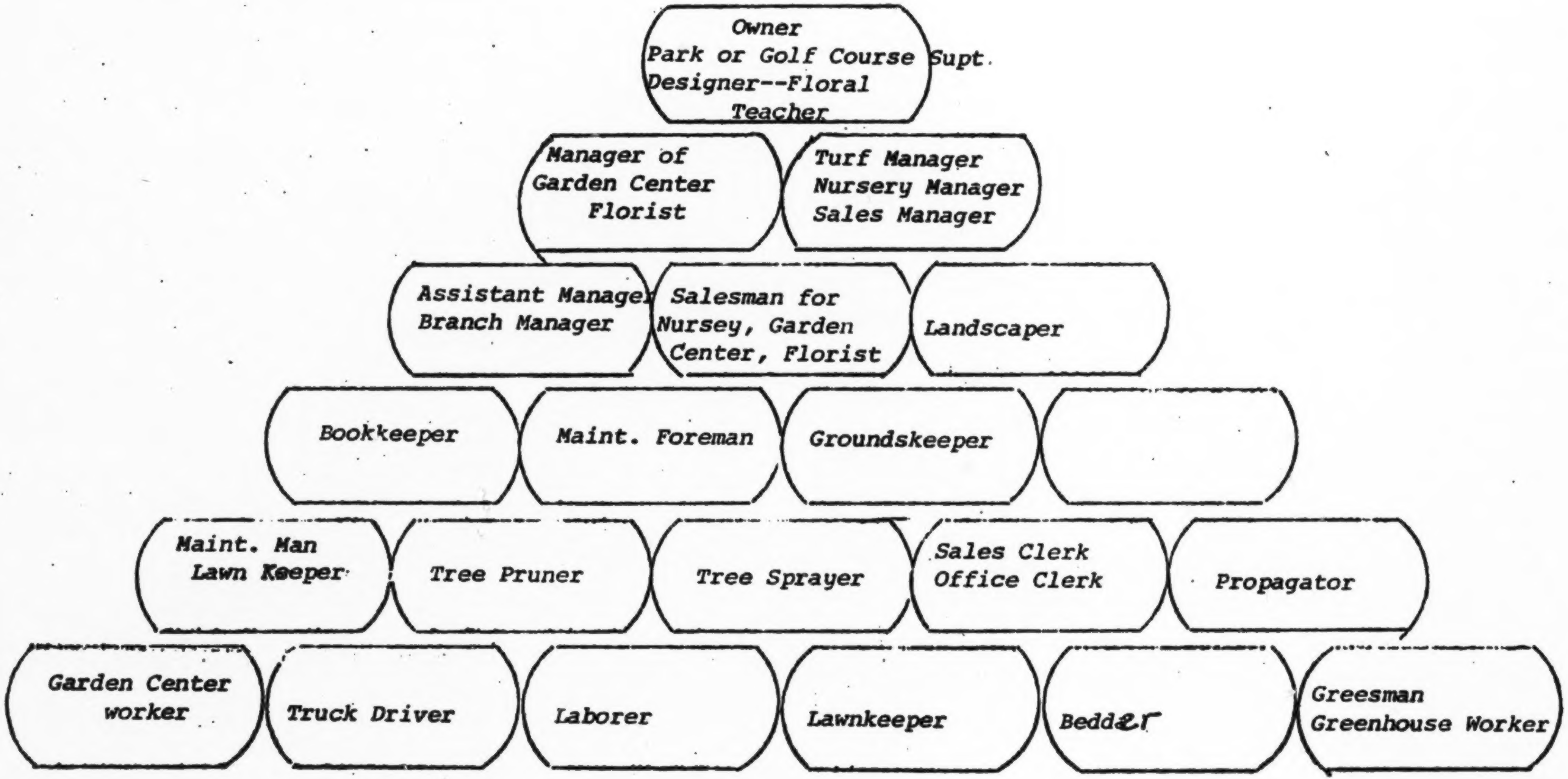
Below is shown a cluster of jobs that the disadvantaged may train for. The jobs are given in broad based clusters with the lower skills at the base. This type program allows for open ended entry and exit. An individual may enter training at any ability level and exit at any desired potential level.


Service Manager
Step 6
Assistant Service Manager
Shop Foreman
Step 5
Automatic Transmission Specialist
Transmission Specialist
Electrical Repair Specialist
Step 4
Front-end Mechanic
Brake Specialist
Tune-up Mechanic
Air Conditioner Mechanic
Step 3
Wheel Alignment Worker
Radiator Repairer
Glass Repairer
Bodyman
Painter
Step 2
Tire Balancer
Tire Changer
Sander & Buffer
Grease Mechanic
Seat Cover Installer
Maintenance Worker
Step 1

Service Area *AGRICULTURE* Job Cluster Area *ORNAMENTAL HORTICULTURE*

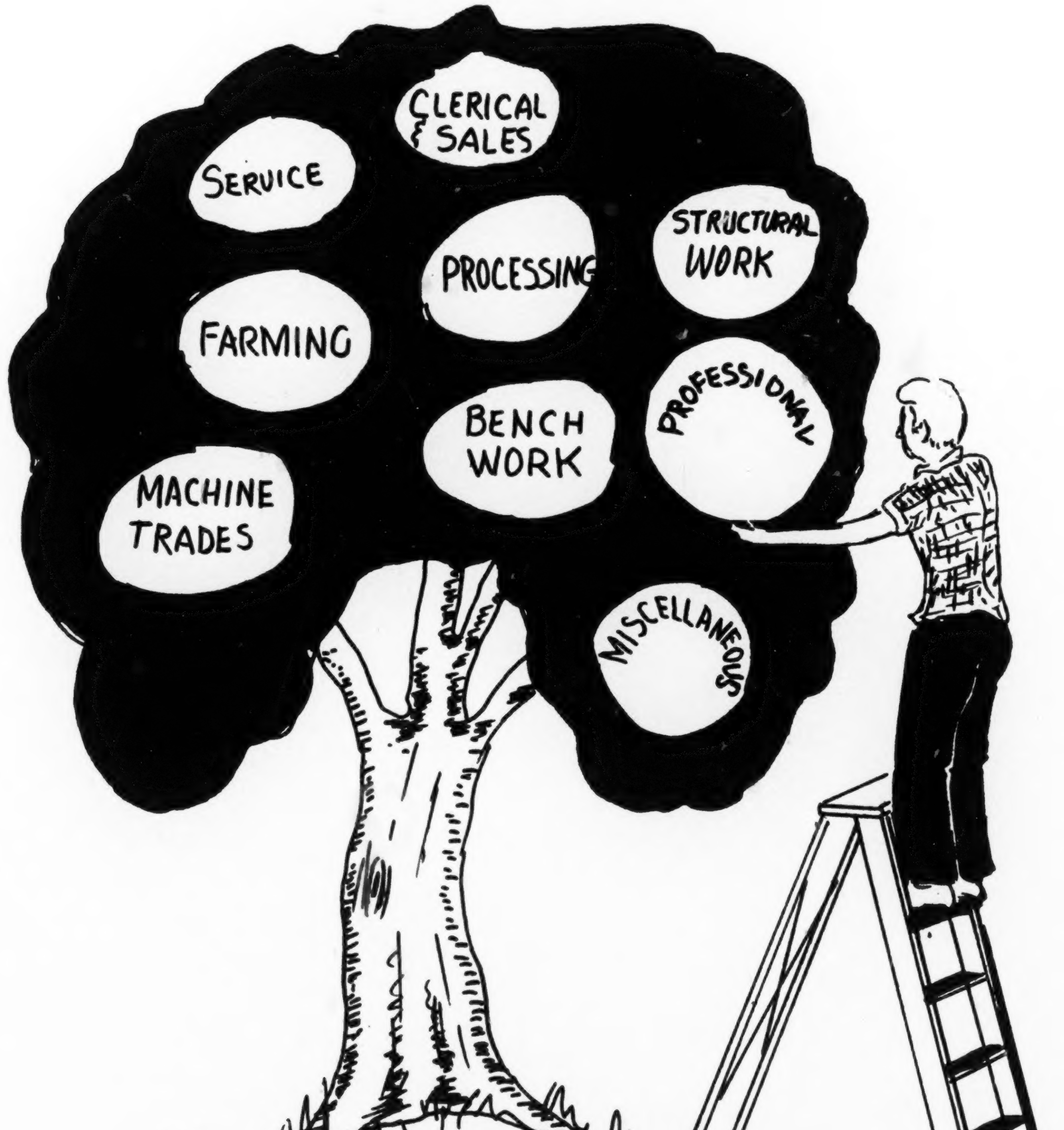
Job Training By Cluster

Below is shown a cluster of jobs that the disadvantaged may train for. The jobs are given in broad based clusters with the lower skills at the base. This type program allows for open ended entry and exit. An individual may enter training at any ability level and exit at any desired potential level.


Owner
Park or Golf Course Supt.
Designer--Floral
Teacher
Manager of
Garden Center
Florist
Turf Manager
Nursery Manager
Sales Manager
Assistant Manager
Branch Manager
Salesman for
Nursey, Garden
Center, Florist
Landscaper
Bookkeeper
Maint. Foreman
Groundskeeper
Maint. Man
Lawn Keeper
Tree Pruner
Tree Sprayer
Sales Clerk
Office Clerk
Propagator
Garden Center
worker
Truck Driver
Laborer
Lawnkeeper
Bedder
Greesman
Greenhouse Worker

118/19

PICKING AN OCCUPATION


CLERICAL & SALES
SERVICE
STRUCTURAL WORK
PROCESSING
FARMING
PROFESSIONAL
BENCH WORK
MACHINE TRADES
MISCELLANEOUS

STUDENTS' SECTION - UNIT 13

A. Student Behavioral Objectives

Upon completion of this unit, the student will be able to:

1. Demonstrate what is,in the judgment of the teacher, proficiency in the use of the Dictionary of Occupational Titles, finding information about an occupation.
2. Be able to list 7 of the 9 different categories of occupations as listed in this unit.

B. Pretest

A pretest is not considered essential in Unit 13.

C. Body

An individual planning for a particular occupation must know as much as possible about what is required to reach this goal. It is similar to planning a long trip. Before one leaves he must consider the roads, the difficulty involved in traveling these roads, and the rewards that await him at the end of the journey.

There are many occupations, therefore it is essential that we have a means of classifying them. One good method of job classification is that provided by the Employment Security Division in the Dictionary of Occupational Titles (D.O.T.).

The D.O.T. contains such things about jobs as

a. What gets done, how it gets done, and why it gets done.
b. The definition given, also provides information about the functions of the worker, significant aptitudes, interest, temperament, physical demands, and working conditions.

Occupational Group Arrangements in the D.O.T. -
Throughout this arrangement, jobs are grouped according to a combination of work field, purpose, material, product, subject matter, service, generic term, and/or industry, as reflected in the first three digits of the code. All occupations are grouped into nine broad categories, which, in turn, are divided into divisions and then groups.

Categories: The nine occupational categories of the occupational group arrangement are identified by the numbers 0 - 9, reflected in the first digit of the code number, as follows:

0 1	Professional, technical, and managerial occupations
2	Clerical and sales occupations
3	Service occupations
4	Farming, fishery, forestry, and related occupations
5	Processing occupations
6	Machine trades occupations
7	Bench work occupations
8	Structural work occupations
9	Miscellaneous occupations

Divisions: The categories are divided into 84 two-digit divisions, as follows in example form. Due to the large number of divisions, only three examples of the divisions are used for each category.

Professional, Technical, and Managerial Occupations
(0,1)

00 Occupations in architecture and engineering
01 Occupations in architecture and engineering
02 Occupations in mathematics and physical sciences
04 Occupations in life sciences

Clerical and Sales Occupations

20 Stenography, typing, filing, and related occupations
21 Computing and account-recording occupations
22 Material and production recording occupations

Service Occupations

30 Domestic service occupations
31 Food and beverage preparation and service occupations
32 Lodging and related service occupations

Farming, Fishery, Forestry, and Related Occupations

40 Plant farming occupations
41 Animal farming occupations
42 Miscellaneous farming and related occupations

Processing Occupations

50 Occupations in processing of metal
51 Ore refining and foundry occupations
52 Occupations in processing of food, tobacco, and related occupations

Machine Trades Occupations

60 Metal machining occupations
61 Metal working occupations, n.e.c.
62
63 Mechanics and machinery repairmen

Bench Work Occupations

70 Occupations in fabrication, assembly, and repair of metal products, n.e.c.
71 Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products.
72 Occupations in assembly and repair of electrical equipment

Structural Work Occupations

80 Occupations in metal fabricating, n.e.c.
81 Welders, flame cutters, and related occupations
82 Electrical assembling, installing, and repairing occupations

Miscellaneous Occupations

90 Motor freight occupations
91 Transportation occupations, n.e.c.
92 Packaging and materials handling occupations

Groups: The divisions previously listed are in turn subdivided into 603 distinctive three-digit groups. Two examples of these are:

00 and 01 Occupations in Architecture and Engineering

001 Architectural occupations
002 Aeronautical engineering occupations

02 Occupations in Mathematics and Physical Sciences

020 Occupations in mathematics
021 Occupations in astronomy

After looking at all three numbers together, there may be some confusion. The following is an attempt to explain their function.

As was stated earlier, the category, which is the first number of the three numbers, is a very broad classification, containing many different occupations. The division, which is the second number of the three, is also a broad classification but not as broad as the category. The third number is the group which deals with a more specific fact of the job. For example:

Category Definition - Clerical and Sales Occupations: This category includes occupations concerned with preparing, transcribing, transferring, systematizing, and preserving written communications and record, collecting accounts, distributing information, and influencing customers in favor of a commodity or service. Includes occupations closely identified with sales transactions even though they do not involve actual participation.

20 Stenography, Typing, Filing, and Related Occupations. This division includes occupations concerned with making, classifying, and filing records, including written communications.

201 Secretaries. This group includes occupations concerned with carrying out minor administrative and general office duties in addition to taking and transcribing dictation. Occupations concerned primarily with taking and transcribing dictation are included in Group 202.

Census Classification -
Much of the information regarding the world of work is collected by the Bureau of Census.

The broad categories in the industrial classification of the Census Bureau are:

Agriculture, Forestry and Fisheries
Mining
Construction
Manufacturing
Transportation, Communication, and Other Public Utilities
Wholesale and Retail Trade
Finance, Insurance, and Real Estate
Business and Repair Services
Professional and Related Services
Public Administration

Industrial Structure Classification -
For many people career planning means choosing an industry rather than an occupation. It may mean deciding between the steel mill and the auto plant, rather than between welding and coremaking. A young person may concentrate on a particular industry because -

1. That industry has been surrounded by unusual glamour and publicity, as have aviation and television.
2. A parent, relative, or friend has had a satisfactory working experience in that industry.
3. An area is cominated by a single industry.
4. He is unable or willing to take lengthy training such as may be required for a craft or profession, and wishes to enter the labor market as quickly as possible.

Even when the focus in career planning is on specific occupations, information on industries is useful. A knowledge of industries in which certain jobs are found helps one understand the nature of the work and offers valuable clues to occupational opportunities.

The Standard Industrial Classification groups industrial activities into 10 major divisions: Division A - agriculture, forestry, and fisheries; Division B - mining; Division C - contract construction; Division D - manufacturing; Division E - transportation, communication, electric, gas, and sanitary services; Division F - wholesale and retail trade; Division G - finance, insurance, and real estate; Division H - services; Division I - government; Division J - nonclassifiable establishments.

These divisions (designated by a one-digit code) are divided into 79 major groups (two-digit code); these are sub-divided into groups of closely related industries (three-digit code); and they are further subdivided into a large number of specific industries (four-digit code). The complete industrial code hierarchy is shown in this example:

Division D	Manufacturing
Major Group 31	Leather and leather products
Group No. 314	Footwear (except rubber)
Industry No. 3142	House slippers

D. Review

1. Can you find any job in the D.O.T.? Anyone who cannot, should learn how.
2. Can you name the nine different categories of occupations?
3. Do you know what each digit represents in the six-digit system?

UNIT 14. OCCUPATIONAL FACTORS THAT CHANGE

PURPOSE OF UNIT: There have been many important changes in the work setting since the turn of the century. Technology has brought about many changes. There has been a shift from farm to non-farm occupations, manufacturing has greatly increased its output per man and the growth of service occupations has continued to soar. More people work in service producing occupations than in goods producing occupations. Technological changes have made work lighter in both industry and the home, helping to attract more women to the work force.

In order to motivate students to learn about factors that change in occupational opportunity, they should understand why these factors need to be considered in choosing an occupation. This study should help students understand that the need for education never ends even for students who drop out of school. Local factors currently influencing occupational change in the community should be considered.

TEACHERS' SECTION

A. Teacher Objectives
   1. To provide students with an understanding of the many factors which influence change.
   2. To provide the students with a realization of how these changes affect individual workers.

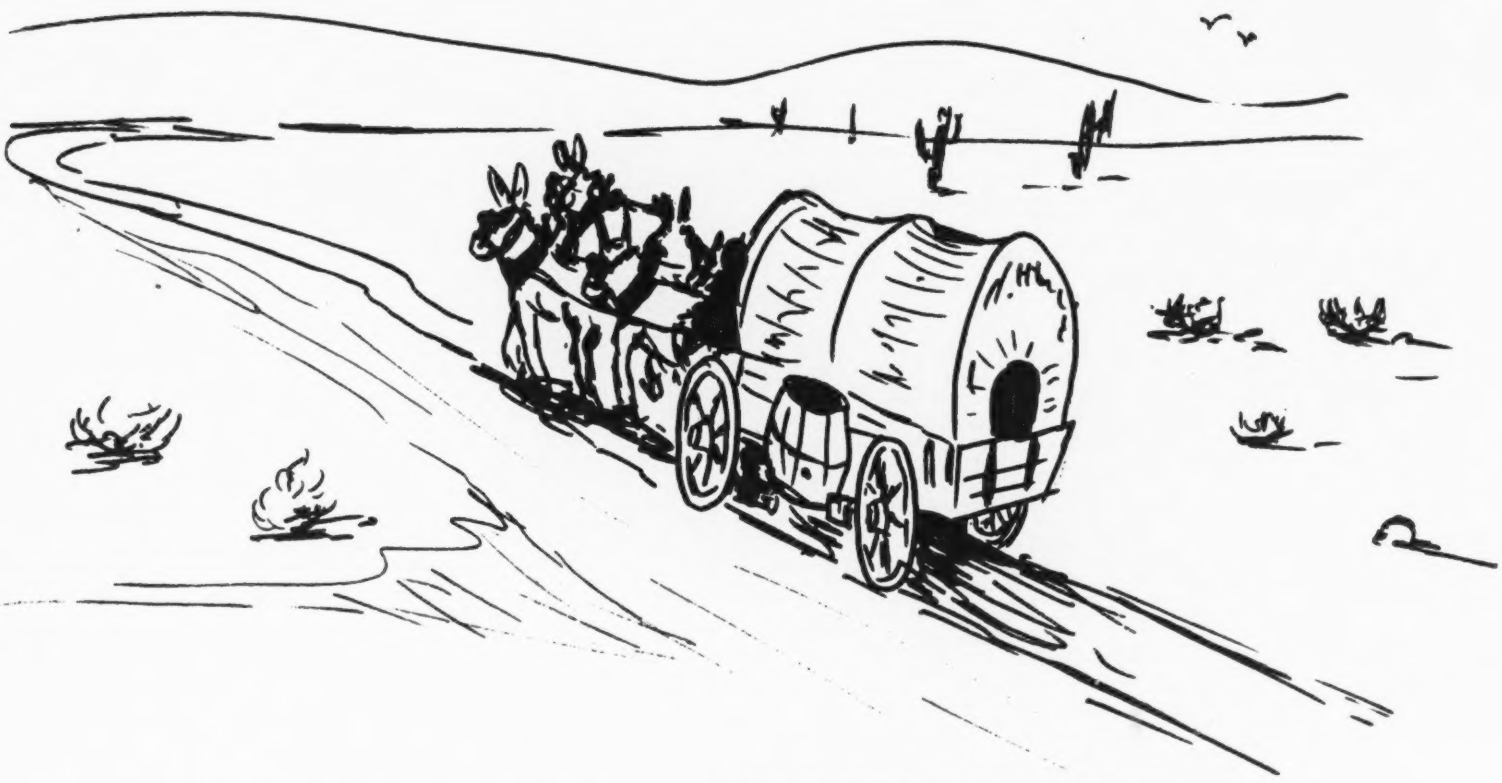
B. Suggested Teaching Activities
   1. Use concrete examples from newspapers, magazines, radio, and television as basis for discussion of factors affecting the occupational scene. Make bulletin board display of articles.
   2. Invite appropriate speakers from the school or community. (See Appendix A).
   3. Conduct group discussions or panels about the effects of change on the lives of students in a particular class, i.e. a student who has moved from one area of the country to another. What problems were encountered?
   4. Conduct a survey of the seasonal jobs in the area.
   5. Discuss some of the dead-end jobs as well as some with a bright future in your community.
   6. Discuss jobs in community which have been replaced by technological advances in the last five years and some which will probably be replaced in the next five years.
   7. Develop a graph showing trends in the age and sex of the work force.

C. Factors to Consider
  1. Long term:
    a. Fluctuation of the economy
      (1) Supply and demand
      (2) Financial conditions
    b. Technological changes
      (1) Change (automation and cybernetics)
      (2) Change in rate of change
      (3) Dead-end jobs
      (4) New emerging jobs
      (5) Technology as it destroys jobs also creates new ones
    c. New inventions
      (1) Improved methods
      (2) New discoveries
    d. Population changes
      (1) Contunually increasing
      (2) Larger percent of youth
      (3) Adjusting to needs and demands of youth
      (4) Living to older age
  2. Short term:
    a. Seasonal fluctuations
    b. Fads
    c. Wars
    d. Disasters
    e. Strikes
    f. Government contracts

D. References
  1. Our World of Work, Science Research Associates, 259 Erie Street, Chicago, Illinois.
  2. "Looking Ahead to a Career", set of color slides showing job forecast over the next ten years, order blank contained in back of Occupational Outlook Handbook.
  3. Manpower and Economic Education, Darcy and Powell, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York.
  4. Occupational Information, Baer and Roeber, Science Research Associates, Chicago, Illinois.
  5. Arkansas' Manpower Needs, Arkansas Employment Security Division, Little Rock, Arkansas 72203.
  6. Employer Manpower Planning and Forecasting, U.S. Department of Labor/Manpower Administration, Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

OCCUPATIONAL FACTORS

THAT CHANGE FROM



A COVERED WAGON TO A MOON TRIP

STUDENTS' SECTION - UNIT 14

A. Student Behavioral Objectives

Following the completion of this unit, the student will, on a written test, be able to:

1. Identify four long term factors that influence change.
2. List two general areas of the world of work in which there will be fewer jobs in 1975, according to the information in this unit.
3. Identify at least two areas of the world of work where the fastest rate of gain in number of jobs will occur as presented in this unit.
4. Write an explanation that, in the judgment of the teacher, shows an understanding of how supply and demand affects employment opportunities.
5. Respond correctly to a teacher-made test (completion) concerning the material in this unit.

B. Pretest

1. What is the trend in government employment?
2. What is the trend in agricultural employment?
3. How do "wars" influence jobs?
4. How does government contract influence jobs.
5. Name two industries that will decrease employment between now and 1975.
6. What area of industry shows the fastest rate of gain?
7. How many were employed in agriculture in 1965 and how does this compare to the projection for 1975?
8. What is the outlook for jobs in electrical machinery?
9. What is meant by supply and demand?
10. What effect does modern technology have on the creation of new jobs?
11. How does a natural disaster effect jobs?
12. What is the occupational outlook for your area?

C. Body

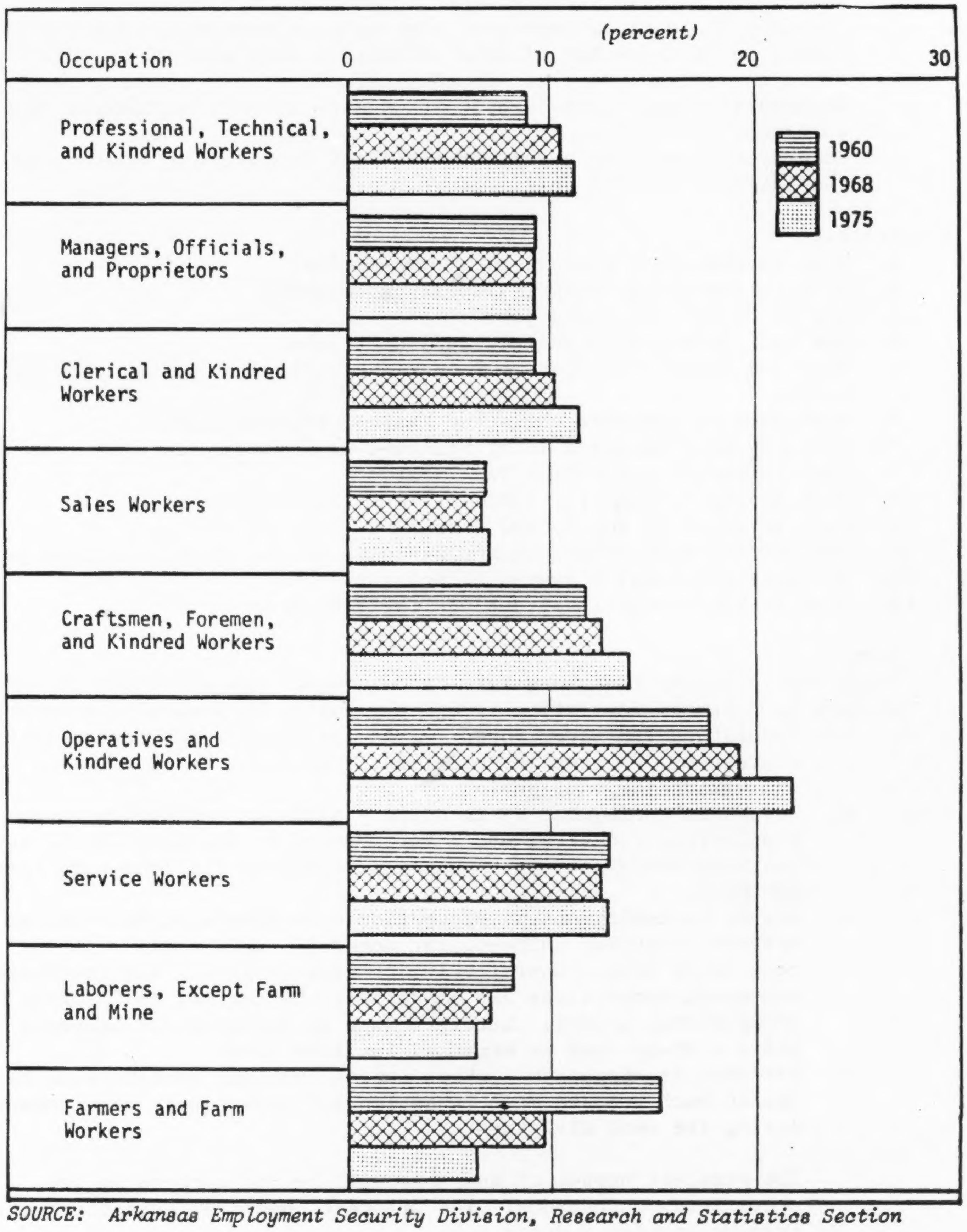
There are basically four long-term factors which are affecting the job picture in Arkansas in particular and the nation in general. They are:

a. Population and labor force - Arkansas' population decreased an average of .7% from 1950 to 1960. The labor force declined .8% during the same period.
b. Trends in employment by industry - Although non-agricultural (factories, industry, etc.) is expected to increase 15.9%, agricultural employment is expected to continue its long-term trend downward.
c. Trends in employment by occupation - In Arkansas, blue-collar workers outnumber white-collar workers. Nationally, the reverse is true. Operatives, craftsmen-foremen, and professional-technical occupations are expected to be the fastest growing occupational groups. Little change is expected for laborers while a sharp drop is expected for farm jobs.
d. Manpower requirements - About thirty thousand workers will be needed each year to meet expansion and replacement requirements during the next six years.

The greatest number of new jobs will be for workers in the operatives occupations. The greatest number of vacancies will involve service workers.

The changing picture in Arkansas per nine broad areas of the world of work with projections to 1975 is well illustrated in the chart which follows from the Arkansas Employment Security Divisions Research and Statistics Section.

EMPLOYMENT BY BROAD OCCUPATION AS A PERCENT OF TOTAL EMPLOYMENT, ARKANSAS, 1960, 1968, AND PROJECTIONS FOR 1975



SOURCE: Arkansas Employment Security Division, Research and Statistics Section

As you can see by the chart "Professional, Technical and Kindred Workers" represent the fastest growing category during the period 1960-75.

In 1968 there were 28,400 persons employed as teachers in Arkansas. This was a 68% increase over 1960.

Other workers in this category are architects, medical and health workers, clergymen, reporters, lawyers, photographers, etc. An employment increase of 21.6% is expected for this group during the 1968-75 period.

Managers, Officials, and Proprietors - Employment in this category is expected to rise 12.5 % between 1968-1975 by increasing from 62,450 to 70,250. This will represent a slowdown when compared with the 34.8% increase experienced between 1960 and 1968. An increasing number of small businesses such as quick-service grocery stores, self-service laundries, and dry cleaning shops, and hamburger drive-ins has offset, to some degree, the shift from small proprietor-owned stores to large chains. According to current projections, this trend will continue through the mid-70's.

Clerical and Kindred Workers - Clerical and kindred workers constitute the largest single group of white collar workers. Clerical jobs should reach 86,700 by 1975. This will represent a 21.6% increase over 1968.

Stenographers, typists, and secretaries increased rapidly during the years from 1960 to 1968. This rate of growth is expected to decline slightly during the next six years. Projected increases will result from continued general economic expansions and, in particular, the expansion of those industries employing large numbers of clerical personnel. Even though the use of such technological developments as flexowriters, dictating machines, and other office equipment are expected to increase output per employee, this type of equipment is not expected to significantly limit employment requirements for stenographers, secretaries, and typists during the decade ahead.

Growth in both the office machine operators and clerical and kindred workers categories is expected to decelerate between 1968-1975. Greater use of high speed electronic equipment will have some effect on limiting the growth of these two groups.

Sales Workers - Between 1960 and 1968 sales workers increased 23.4%. Population growth, new product development, and business expansions are among the many reasons for this growth. Between the years 1968-1975, a 14.5% increase in employment is projected. This reflects a slowdown in the growth trend and will result largely from the still increasing trend toward self-service in variety stores, supermarkets, and department stores.

Craftsmen, Foremen, and Kindred Workers - Employment of craftsmen, foremen, and kindred workers should approach 104,000 by 1975. This will represent a 59.3% increase over the number employed in 1960. Contrary to the national trend, the percentage of Arkansas' total employment in this group is expected to continue to increase through 1975. In 1960 workers in this group accounted for almost 12% of the State's employment. This percentage is expected to increase to almost 14% by 1975.

Construction craftsmen account for slightly more than one-third of the craftsmen, foremen, and kindred workers. Employment in this category increased almost 22% between 1960 and 1968. Interstate highway construction and river navigation work provided added stimulus for growth during this period. High interest rates and a shortage of money available for home loans has slowed growth during recent months. The 4,000 new jobs forecast for 1968-1975 represent an increase of only 13.6%.

The number of foremen mirrored the State's industrial growth trend by increasing from 7,650 in 1960 to 11,100 in 1968. This uptrend should continue throughout the forecast period. A total of 3,300 additional foremen are anticipated during the period.

Between 1960 and 1975, employment in metal working craftsmen, except mechanics, is projected to increase 89%, the largest percentage increase expected in the craftsmen group.

The mechanics and repairmen category, the second largest group of skilled workers, is projected to add 13,500 workers between 1960 and 1975. About one-half of this number is expected to be added during the 1968-1975 period. The number of motor vehicles in use has increased remarkably during the past decade; this trend is expected to continue during the forecast period. The need for mechanics should also increase because an increasing proportion of vehicles are expected to have air-conditioning, power brakes and steering, devices to reduce exhaust fumes, and other equipment that increases repair and maintenance needs.

More workers also will be needed in the other craftsmen categories (printing trades, transportation and public utilities, and "other" craftsmen). These changes are not expected to differ materially from trends experienced during recent years. Jobs connected with railroad transportation, however, are not among the growth occupations. Moderate contractions in the number of jobs in that field are foreseen.

Operatives and Kindred Workers - This broad occupational group included 132,800, or one of every five workers in the State in 1968. Because of the State's faster industrial growth, employment in this category has, and will continue, to grow at a faster pace than at the national level. On the State level, employment rose 34.2% between 1960 and 1968. Slightly over 31,000 new jobs are anticipated between 1968 and 1975. The 1960-1975 increase, therefore, should total 65.7%. Nationally, the increase during this same period is forecast at 23.5%.

The fastest growing operatives group in Arkansas will probably be the semiskilled metalworking occupations which are projected to triple during the period 1960-1975. This reflects the State's industrial growth in the metal working industries.

Service Workers - Recent growth in this group has equalled the average for all occupations. The number of workers rose from 71,200 in 1960 to

85,350 in 1968. About 11,000 new service jobs are anticipated during the forecast period. Nationally, workers in service occupations are expected to increase 52.6% between 1960 and 1975. This is considerably higher than the projected State increase of 35.2%. Greater increases at the national level reflect higher income levels.

All service worker occupational categories should show some growth by 1975 except private household workers which are expected to decline almost 2% between 1968 and 1975. This is contrary to the national trend. The greatest growth during the forecast period is expected among food service workers and "other" service workers. The latter group includes nurse aides, orderlies, and practical nurses.

Laborers, Except Farm and Mine - Employment in this group increased 3.8% during the period 1960 to 1968. From 1968 to 1975 a gain of only 0.3% is expected.

Nationally, this occupational group is expected to increase 2.7% between 1960 and 1975. Arkansas' growth for the same period is projected to be 4.2%.

Few new jobs are expected to develop for laborers during the forecast period in spite of projected increases in manufacturing and construction activity. This situation results from the continued substitution of mechanical equipment for manual labor.

Farmers and Farm Workers - Rapid declines in this group are expected to continue through 1975. A total of 47,600 farm workers are projected for 1975; this will be 44.0% fewer than the number employed in 1960. A decline of 28% is expected between 1968 and 1975. Improved fertilizers, seeds, and feed will permit farmers to increase production without correspoidingly increasing employment. A greater use of agricultural chemicals and mechanical harvesting equipment, however, will decrease the need for seasonal and other hired labor.

Government - Government employment numbered 95,600 in 1968. More than 80% of these workers were on state and local level government payrolls.

Government employment for Arkansas increased 85.6% between 1950 and 1968 by gaining 44,100 workers. State and local government workers increased 97.7% between 1950 and 1968, while federal employees increased 48.0%.

Continuing demands for improvements and expansion in education; in street, highway, and sewage facilities; and in health and protection services have resulted in significant employment increases for this group. Additional needs for State and local government service will probably boost employment in that sector by 11,900, or 15.4%, between 1968 and 1975. Federal employment is expected to increase a moderate 900, or 4.9%, during this same period.

Nationally, manpower requirements in government are expected to increase by 16.1% between 1968 and 1975. This runs a little ahead of Arkansas' 13.4% increase forecast for the same period.

D. Review

1. What role does population change play in employment trends? (More competition, but also more consumers).
2. In bad times what products are bought less?
3. In bad times who is most likely to become unemployed?
4. What trends in the population composition are expected in the future?
5. In U.S. do we have an under or over supply of labor?
6. What is meant by supply and demand? (In our free system the public casts its dollar vote and the manufacturers vie for it.)
7. How does war influence occupational employment?
8. Where does the increase in population come from? (Birth and immigration.)
9. What effect does modern technology have on the creation of new jobs?
10. How does a natural disaster effect jobs?
11. What percent of the jobs existing today will still be in demand in the year 2000?
12. What is the occupational outlook for your area or community?

UNIT 15. LOCATION OF JOB OPPORTUNITIES

PURPOSE OF UNIT: **There are many important things to consider when attempting** to choose an occupation, but some of the less obvious factors, such as occupational mobility and supply and demand, may determine whether one is employed in an occupation suitable to his ability, personality, and interests. Students should understand the factors that influence the location of occupations. These influencing factors are existing in the community one way or another and students should be aware of them. Some of these factors should be weighed very heavily in helping students to make a decision in Chapter IV. This unit will help students to understand why the location of some occupations is influenced by certain factors.

TEACHERS' SECTION

A. Teacher Objectives

1. To provide students with an awareness of the "supply and demand" concept which exists relative to human resources.
2. To acquaint students with factors which influence the supply and demand of jobs.
3. To make students aware that mobility is on the increase and that some occupations are very mobile and that many factors determine the location of jobs.

B. Suggested Teaching Activities

1. **Discuss some local occupations which are not found in every town or county in the state.**
2. **Name some positions in your locality which are likely to be found in any community in Arkansas.**
3. **Name some positions in your community which are common to all communities in the United States.**
4. **Organize panel debate.**
5. **Ask students to obtain information and report on factors that influenced the location of their parents' jobs.**
6. **Take a field trip to explore the location of job opportunities. (See Field Trip Report in Student Section.)**
7. **To demonstrate supply and demand, bring a dozen apples to school and hide them from students' vision. Take one apple from the sack and auction it to the highest bid. Have a student to keep a record on the chalkboard of the bids made. Take another apple from the sack and repeat the auction. Keep repeating until three or four apples have been auctioned. Put the rest of the apples on the table in sight of the students and repeat the auctioning one at a time. The record on the board should show a continuous drop in the amount of the bids as the supply of apples increased.**

C. Factors to Consider
  1. Some jobs are only applicable to certain localities due to:
    a. Natural resources.
    b. Climate.
    c. Available labor.
    d. Available transportation (rail, water, plane, road).
  2. Some jobs have statewide employment opportunities:
    a. Willingness to work in any part of the state.
    b. Desire to work for the state government where one's work might require extensive travel and possible transfer.
    c. Some sales or service occupations will require extensive travel and possible transfer.
  3. Some jobs have national employment opportunities:
    a. Many governmental positions offer national opportunities for employment.
    b. Many service occupations are in demand in every state and community.
  4. Some jobs are very mobile:
    a. There may be only seasonal need.
    b. Promotion or advancement might require moving to another location.
    c. Some construction occupations require following the demand for the occupation.
    d. Some traveling positions require an individual to be away from family five days of the week.
    e. Some occupations become dead-end, thus requiring some change in these positions or change to entirely new ones.
  5. Educational opportunities:
    a. Schools for children.
    b. Institutions for wife or self.
  6. Living conditions:
    a. Desirable or undesirable.
    b. Social status of locality.
    c. Morals and standards of locality.
    d. Housing.
  7. Recreation opportunities:
    a. Number of lakes, rivers, parks, etc.
    b. Number of family centered activities.
  8. Family ties:
    a. Willingness to leave home
    b. Willingness of immediate family to move in order for bread winner to better himself.
  9. Health conditions:
    a. Will climatic conditions affect any member of the family?
    b. Is the move worth the additional expense which may be incurred because of medical expenses, extra clothing, increased utilities, etc., due to extreme weather conditions?
  10. Financial considerations:
    a. Cost of living for the area.
    b. How salaries compare with those in other areas.
  11. There has been a trend in the U.S. toward worker mobility:
    a. Younger workers move more often than older workers.
    b. Approximately one out of five families move each year.

D. References

1. *Our World of Work*, SRA, 259 Erie Street, Chicago, Illinois.
2. *D.O.T.*, U.S. Department of Labor, 1371 Peachtree Street, Atlanta, Ga.
3. *Arkansas Employment and Wage by Industry and County*, Employment Security Office, Department of Labor, Box 2981, Little Rock, Arkansas.
4. *Arkansas Statistical Review*, Employment Security Division, Department of Labor.
5. *Manpower Report of the President*, U.S. Department of Labor, Washington, D.C.
6. *NEWS*, U.S. Department of Labor, Office of Information, Washington, D.C.
7. *Directory of Services State of Arkansas*, Governor's Council on Childhood Development, Little Rock, Arkansas.
8. *Occupational Outlook Quarterly*, U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C.
9. *Trends in Selected Occupations*, Department of Labor, Employment Security Division, Research and Statistics, Washington, D.C.

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LOCATION OF
JOB OPPORTUNITY

MOVING VAN NECESSARY
NORTH
SOUTH
WEST

STUDENTS' SECTION - UNIT 15

A. Student Behavioral Objectives

Upon completion of this unit the student on a written test will be able to:

1. Write a paragraph which, in the judgment of his teacher, shows an understanding of the relationship between schoolwork and his job after he finishes school.
2. List 10 jobs that exist today that did not exist in 1940, according to the material in this unit.
3. Write a paragraph which explains to the satisfaction of the teacher the factors which according to this unit influence the mobility (moving from one place to another) of workers.
4. Answer 80% of the questions concerning the material covered in this unit and do so in a manner the teacher judges as correct.

B. Pretest

A pretest is not considered essential to this unit.

C. Body

As of now your occupation is student and like any other person who is working on a job, you may or may not be devoting all of your energy to your job. No doubt you are not too concerned at this time about your next job, but you will not keep this job of student forever.

When you change jobs you will find that it may be necessary to move to another place. If you live in a small community where there is no large factory, you may find you will have to move to a city if you find work. One thing is sure, YOUR NEXT JOB WILL DETERMINE WHERE YOU WILL LIVE.

The idea we must keep in mind is that the world is changing, and as it changes the job picture changes. If we look in a Sears and Roebuck catalog for 1900, then 1920, or even compare 1960 with today, we see these changes. Man works to produce goods. Man must find a job where jobs exist. Jobs exist according to the kind of things that are being bought in stores. The items (horse drawn buggy parts and thousands of other things) which were in the old catalog are not in the new catalog. They are not being bought and so are not being offered for sale. Therefore, you cannot expect to find a job making goods which are not being bought.

Perhaps you might consider agricultural workers. In Arkansas in 1960 there were 89,200 agricultural workers. In 1968 there were 58,900. What happened to the 30,300 difference? I think you know, they sold their farms and moved to the city, or they tried to find another type of work and stay on the farm. Among the greatest changes was the number of young people who could plan to enter agricultural jobs. Since there were more workers than were needed, there were no jobs for those wanting to enter this field. There were, of course, some who did find jobs in agriculture but the number was small and labor statistics indicate there will be 11,500 fewer agriculture jobs in 1975 than existed in 1968.

Your next job will determine whether you spend most of the day indoors or outdoors. It will determine the part of the country or world in which you may be living and the size and kind of community and neighborhood in which you will live. Many times employees are asked to move from one part of the country to another because of the needs of the company for more workers in one area.

You in your present occupation (student) need to examine the jobs that you take after this one to determine:

1. What are the chances that this job will not exist 10 years from now?
2. Is this job one that will be a "blind alley" job because there is a bigger supply of workers than there is demand?

Since you are planning now for this next job, why not go to someone who is now employed in the job of your choice and talk with them about these questions and other questions that you may have.

Someone has said that the time to look for a job is five years before you need it. Certainly we should give some thought to future jobs. We read in newspapers about cars, shoes, and other products made in other countries and brought into the United States and how this affects jobs for us here. Also, whether other countries buy goods from us determines whether there will be jobs for those of us producing those goods.

Whether you have a job depends upon many factors -- an accepted rule is that the more training you have, the better your chances of finding the job best suited to your ability and interest.

D. Review

1. Do you want to own a home and establish a permanent residence?
2. Would you like to move periodically, see new places, and meet new people?
3. Are you willing to work any place?
4. Do you like to travel?
5. Would you prefer to live in a city, small town, or rural community?
6. Are you willing to give up personal friendships to change jobs?
7. Are you willing to adjust to different climates and environments?
8. Can you think of some occupations in your community which are not common to most of the country?
9. What jobs are located in your community because of the natural resources there?
10. What are the advantages and disadvantages of jobs which are highly mobile?
11. What are the dead-end jobs in your community and why they should be considered dead-end jobs?
12. What seasonal jobs are found in your community?
13. Can you identify jobs that you feel have only advantages?
14. Can you name ten jobs which are not found in your community?

FACTORS THAT CONTROL JOB LOCATION

NAME OF FATHER'S CURRENT OCCUPATION________________________________

NAME OF MOTHER'S CURRENT OCCUPATION________________________________

1. Does your parent's occupation depend on local natural resources? If so, name resource.

2. Does your parent's occupation depend on climatic conditions? Explain.

3. Does your parent's occupation depend on service to others? Local, state, national?

4. How many times have your parents moved because of changing jobs? Give name of each previous job and reson for moving. How many different schools have you attended? Name each school.

5. Does your father or mother travel in his/her occupation? Explain why.

6. What training has your parent had to complete because of changes in his/her job? How often does he/she train? How long is the training period?

7. Have your parents ever had a dead-end job? Name of job and why it dead-ended.

8. Have your parents ever changed jobs because of health reasons? Explain.

9. What do your parents think about the future of their job? What does the Occupational Outlook Handbook say about the future of their jobs?

FIELD TRIP REPORT

1. Student's Name________________________Date______________

2. Place visited____

3. Department (If entire facility not viewed)_____________________

4. Guide's name:____

5. List at least 4 different occupations you observed:

________________________ D.O.T. #____________________

________________________ ____________________

________________________ ____________________

________________________ ____________________

6. List any health or safety hazards you observed:

____

____

7. List any requirements under Unit I that you observed in action.

____

____

8. What did you find most interesting?

9. What did you find least interesting?

10. Opinions from workers about their jobs:

11. How do you make application for a job here?

12. Do workers here belong to a union? If so, give name.

UNIT 16. JOB ENTRY REQUIREMENTS

PURPOSE OF UNIT: Competition among skilled job seekers and the fact that unskilled jobs are disappearing, makes adequate education and training a requirement for most employment situations. Students should be made aware of the cost of education and training, where education and training may be acquired, and the importance of inservice training or continuing education. With our rapidly changing technological society, it is essential that employees keep pace with the ever-increasing training requirements. These requirements are of a general nature and the intent is to acquaint the students with the overall job requirements found in the world of work. Specific occupational requirements will be related to specific occupations to be explored in Chapter III. This unit of study, like previous units, should motivate students to obtain the understanding and information needed when exploring occupations in Chapter III.

TEACHERS' SECTION

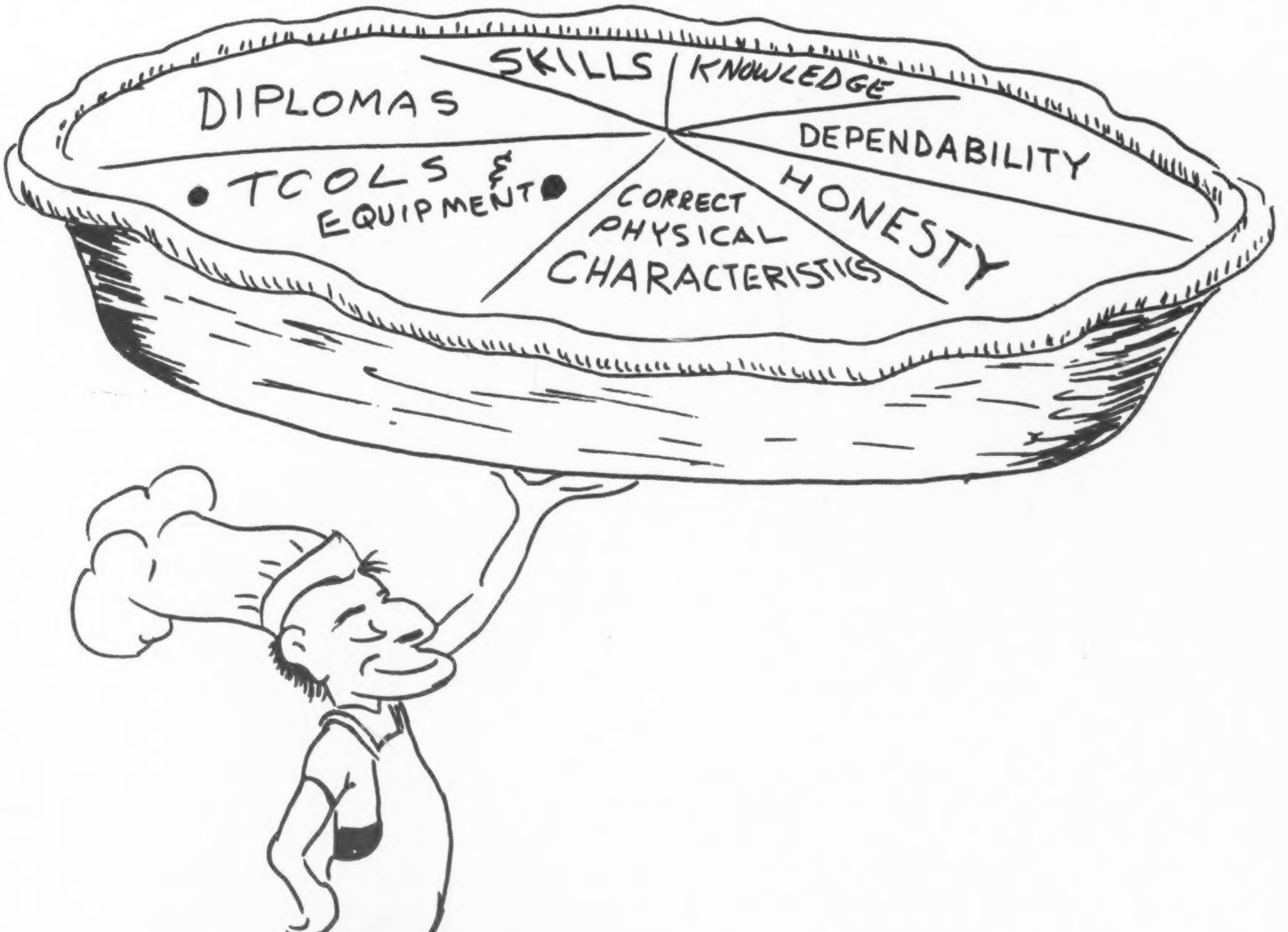
A. Teacher Objectives
   1. To provide for student awareness of the entrance requirements of various occupations.
   2. To provide for student awareness of factors relating to successful advancement in various occupations.
   3. To acquaint students with training opportunities for the various occupations and to develop their desire to make plans for acquiring the appropriate training.

B. Suggested Teaching Activities
   1. Hold a class discussion on the various types of skills needed.
   2. Conduct interviews with individuals employed in various occupations.
   3. Invite appropriate resource persons as guest speakers. (Appendix A)
   4. Set up a students' visitation day to colleges and/or vocational-technical schools.
   5. Use vocational-technical or college personnel as speakers.
   6. Administer an aptitude test to the class and discuss results individually.
   7. Ask students to define and discuss terms pertinent to occupational requirements. Include these terms: entry job, career, craftsman, on-the-job training, novice, professional, trade guild, apprenticeship, correspondence courses.
   8. Develop an expandable chart such as the one in the student section,
   9. Develop a mock T.V. show comparing past, present, and future jobs; use bulletin board and other visual aids to present a skit depicting the past, present, and future (covered wagon and space ship for instance).

C. Factors to Consider
    1. What are some occupational requirements?
        a. Skills:
            (1) Personal
            (2) Mechanical, clerical, service
            (3) Academic
            (4) Professional and technical
        b. Knowledges:
            (1) General occupational
            (2) Specific occupational
                (a) Machines
                (b) Tools and equipment
        c. Attitudes
    2. Where may these occupational requirements be obtained?
        a. Supervised classroom situations:
            (1) High school
            (2) Vocational-technical schools
            (3) College or university
        b. Supervised working situations:
            (1) Apprentice programs
            (2) Inservice training
        c. Unsupervised working situations (working experience)
    3. What are some evidences that certain occupational requirements have been met?
        a. Licenses
        b. Diplomas
        c. Certificates

D. References
    1. Films from State Department of Education Film Library, Little Rock, Arkansas, "Where the Action Is" and "The Empty Lot".
    2. Handbook of Job Facts, SRA, 259 Erie Street, Chicago, Illinois.
    3. Job Guide for Young Workers, U.S. Department of Labor.
    4. Federal Careers, U.S. Civil Service Commission.
    5. Vocational-Technical Education In Arkansas, College of Business Administration, University of Arkansas, Little Rock, Arkansas.
    6. Apprenticeship, Past and Present, Manpower Administration, U.S. Department of Labor, Washington, D.C.
    7. Occupational Licensing and the Supply of Non-Professional Manpower, Manpower Administration, Monograph No. 11, U.S. Department of Labor, Washington, D.C.

OCCUPATIONAL REQUIREMENTS


SKILLS
KNOWLEDGE
DIPLOMAS
DEPENDABILITY
TOOLS & EQUIPMENT
CORRECT PHYSICAL CHARACTERISTICS
HONESTY

STUDENTS' SECTION - UNIT 16

A. Student Behavioral Objectives

Upon the completion of this unit, the student will be able to:

1. List at least two ways in which skilled, semi-skilled, and unskilled occupations differ according to the information in this unit.
2. Write a definition which in the judgment of the teacher shows a knowledge of the difference between workers who work with people, ideas, and things.
3. Demonstrate to the satisfaction of the teacher a proficiency in using the Occupational Outlook Handbook to gather information about (a) where jobs are found; (b) kind of training needed in the job; (c) outlook for the future in the job; and (d) the kind of skill or other training needed in the job.

B. Pretest

A pretest is not considered essential to this unit of this Vocational Orientation Guidebook.

C. Body

As you look at jobs you may notice that job information may be classified according to those who work with people (doctors, nurses, ministers, teachers, etc.); others who work with ideas (architects, research workers); and still others who work with things (sculptors, cabinet makers). Also, jobs are classified according to the skill level. In building a house you may find skilled, semi-skilled, or unskilled laborers working as blue-collar workers.

There were more than 9.6 million skilled persons employed in 1966 in skilled occupations such as carpenters, automotive mechanics, painters, plumbers, TV and radio technicians, etc.

In the semi-skilled (operatives) jobs there were 13.9 million workers in 1966. Over 9 million were in manufacturing (machine operators, assemblers, inspectors, material movers), while nearly 5 million were in non-manufacturing, and about one-half of these were in driving occupations (truck drivers, laundry truck operators, etc.).

In unskilled (laborers) we find the worker who requires no special training. The job involves handling and moving materials, loading or unloading, etc. These jobs require the strength to do heavy lifting and other physical work. There has been a decline in the number of unskilled jobs available because machines are taking over much of the work once done by unskilled labor. Unskilled laborers lose their jobs first during a business recession and have the highest rate of unemployment of all of the major occupations. In 1966 there were approximately 3.7 million persons employed as unskilled laborers.

In addition to looking at whether you want to work with ideas, things, or people -- and, whether you will work in a skilled, semi-skilled, or unskilled -- you may consider the professions where four or more years of college is required, or you may enter a field where some specialized training beyond high school is required.

An excellent way to plan your job future is by reading in such books as the Occupational Outlook Handbook and other materials about the nature or kind of work performed in your chosen job. You may want to be a beautician and find that you must stand on your feet all day which you prefer not to do, and even though you think you like to work with people in providing a service which a beautician does.

Another thing you will want to think about is where the jobs are found, the training and kind of training needed, and how many workers will be needed in the future in this area.

In order to benefit most from looking at, or studying about, a particular job in the Occupational Outlook Handbook or other career information you should try to become familiar with the following terms. Perhaps you should check in a dictionary and define any of the following words you do not understand. Perhaps you will want, with your teacher, to take out some of these words and add others.

Job
Occupation
Apprenticeship
Cluster
Skill
Worker trait
On-the-job training
Blind-alley or dead-end job
Districution dexterity
Blue collar
White collar
Self-employed
Technical
Professional
Career
Manipulative
Manual

Upon completion of an investigation of one or more occupations you will want to look more closely at the physical requirements needed in different occupations.

D. Review

1. Why should one consider his education a good investment?
2. How does skilled, semi-skilled, and unskilled work differ?
3. Why is a high school education a prerequisite for most jobs?
4. What are some job competencies an individual should acquire regardless of the occupation he enters?
5. What occupations require a high school diploma for entry?
6. What occupations require a college degree for entry?
7. What occupations require some post-secondary training at a vocational-technical school or some similar institution for entry?
8. What occupations require apprenticeship training for entry?
9. How does an apprenticeship program prepare one for the world of work?
10. Is it essential to keep up-to-date on training needs and skills after one has met the entry requirements and entered his chosen occupation? Why?

EXPANDABLE CHART--WHERE TO OBTAIN REQUIRED OCCUPATIONAL SKILLS

	Vo-Tech	High School	College	Apprentice	In-service
PERSONAL					
Communications		*	0		
Social	*	*	0		
MECHANICAL					
Clerical	0	*	0	0	0
Typing	0	*	0	0	0
Service	0			0	0
Technical					
Welding	0	*		0	
Carpentry	0	*		0	
Machine Operation	*				●
PROFESSIONAL					
Technical					
Chemist		*	●	0	
Researcher			●	0	
Medical					
Nursing	●		●	●	
Medical Technology	●		●		
Pharmacy			●		
Academic					
Teaching			●		
Law			●		
Business			●		

(continued)

KEY: * indicates some preparation
0 indicates more preparation
● indicates required preparation

The skills given are only indicators of possible classifications that the instructor may use. It is suggested that the teacher insert skills related to three areas: (1) the areas of greatest student interest, (2) the areas the largest number of former students enter, and (3) the areas that provide the largest employment opportunities in that bcale.

The teacher may use expandable charts in areas such as:
1. Mean or median salary range for various occupations.
2. Length of preparation time required to master occupational skills.

FACTORS OBTAINED FROM INFORMATION PRESENTED IN THIS CHART:
1. In some occupations apprenticeship programs are basic to the practice of that occupation, i.e. medicine, professional technical occupations.
2. In some occupations apprenticeship is helpful, but not basic, i.e. carpentry, drafting.
3. Apprenticeship differs from in-service training.
4. Personal skills relative to success in most occupations can only be obtained from participation in structured academic settings, i.e. high school, college.
5. In most instances vocational-technical schools provide occupational preparation not available in other kinds of structured institutions.
6. While apprenticeship programs are available in many occupations, few occupations have allowances for in-service training...too costly and too time consuming.
7. In most instances colleges and universities provide occupational preparation not available in other kinds of structured institutions.
8. Vo-tech schools provide some of the necessary competencies in occupational skills taught in colleges in much shorter periods of time, i.e. office occupations -- College or university (4 years), vo-tech (12-18 months).
9. Although high school training provides skills basic to many occupations, further education in either vo-tech schools, colleges, apprenticeship, or in-service training is necessary for eompetence in most occupations.

UNIT 17. PHYSICAL REQUIREMENTS

PURPOSE OF UNIT: This unit of study should not be confused with unit 5 "Importance of Good Health Habits" in Chapter I. This unit deals with physical requirements by occupations which for the most part we have little or no control over such as: height, age, voice, hearing, eyesight. However, many jobs require certain physical standards that govern a student's potentiality as an employee and students need to know about them. These standards will also be considered when studying specific occupational physical requirements in Chapter III. Where physical defects can be corrected or compensated for, every effort should be made to do so. In the few cases where students have a physical handicap which cannot be corrected, they should attempt to identify occupations where the effect of their handicaps will be minimized.

TEACHERS' SECTION

A. Teacher Objectives
   1. To help students gain an understanding of the relationship between physical requirements and occupational opportunities.
   2. To help students appraise their physical condition and seek ways to maintain or improve it.
   3. To encourage students to seek ways of correcting physical deficiences.

B. Suggested Teaching Activities
   1. Age--Ask: How old are you? Are you too old or too young for a job? Name some jobs which you are already too old for. Name some jobs which you are too young for. Name some jobs that require young men and women (20-35). List ways to prepare for the future. Check newspaper ads for jobs where age is specified. Bring the ads to class.
   2. Weight--Give examples of jobs open only to very fat or thin people. Arrange for scales, hearing equipment, eye equipment, and if possible for a nurse or doctor to conduct this unit. Discuss reasons why preference for most jobs is given to those of normal weight. Ask each student to determine what his weight should be and how close he is to that weight. This could be done several times during the year if variance is great. Invite the school nurse or doctor to lead a discussion on correcting or improving each physical factor listed.
   3. Height--Name several jobs in which tall people have an advantage. Name several jobs in which short people have the advantage. Involve students in a discussion concerning what a person can do about his height.
   4. Eyesight--List several jobs which require good eyesight (20-25). Ask students to name some job opportunities which are open to persons with poor eyesight. Suggest methods of caring for your eyesight.

5. Hearing--Have each student rate his ability to hear. Arrange for hearing tests for any suspected of difficulty. List several jobs for which a keen sense of hearing seems to be essential for success.
6. Voice--Name several jobs which should be filled by persons with pleasing voices. Tell why. Use a tape recorder to listen to each student's voice. Discuss how each sounds. Discuss what can be done to improve it.
7. Energy--What jobs require a great deal of energy and strength: Name several jobs requiring little energy. List jobs and have students to indicate the level of energy required for each. Discuss employer attitudes toward sluggish employees and those who miss work constantly because of health problems.
8. General Health--List several good health habits for ninth graders:
    a. Sleeping habits
    b. Eating habits
    c. Exercising habits
    d. Encourage regular checkups
9. Arrange for a debate on whether physical education courses should be required of all high school students.

C. Factors to Consider
1. Age
    a. Handicap of being too young or too old for certain jobs
    b. Most employers like to hire workers who have many productive years left
2. Weight
    a. Proper weight is determined by height, age, and sex
    b. Few jobs are open to fat people
    c. Few jobs are open to very thin people
    d. Most jobs are open to those of near normal weight
    e. Normal weight is preferred by employers because such persons are:
        (1) Usually healthier
        (2) Better appearing
3. Height
    a. Being tall helps in certain kinds of jobs
    b. Short persons have advantages in other jobs
    c. What can a person do about his height?
        (1) Very little to change it
        (2) Concentrate on adjusting weight to height
        (3) Look for opportunity to use height to best advantage
4. Eyesight
    a. Some jobs require persons with excellent eyesight
    b. Few jobs do not require a person with good eyesight
    c. Sight deficiencies should be corrected promptly
5. Hearing
    a. Ability to hear affects one's choice of jobs
    b. Good hearing is important in personal life
    c. Defective hearing should be corrected if at all possible
6. Voice
    a. There are many different types of voices
    b. Ninth graders voices are sometimes in the process of changing
    c. Voice can be improved with training
    d. A nice, pleasing voice is an asset in the social and business world

7. Amount of Energy and Physical Strength
    a. Some jobs require a great deal of energy and strength
    b. Most require a reasonable amount of energy
    c. One's level of energy is related to his general health condition
8. General Health
    a. Healthy workers are usually productive workers
    b. Good health usually results from good health habits
    c. Daily exercise is important for everyone
    d. Health affects mental ability

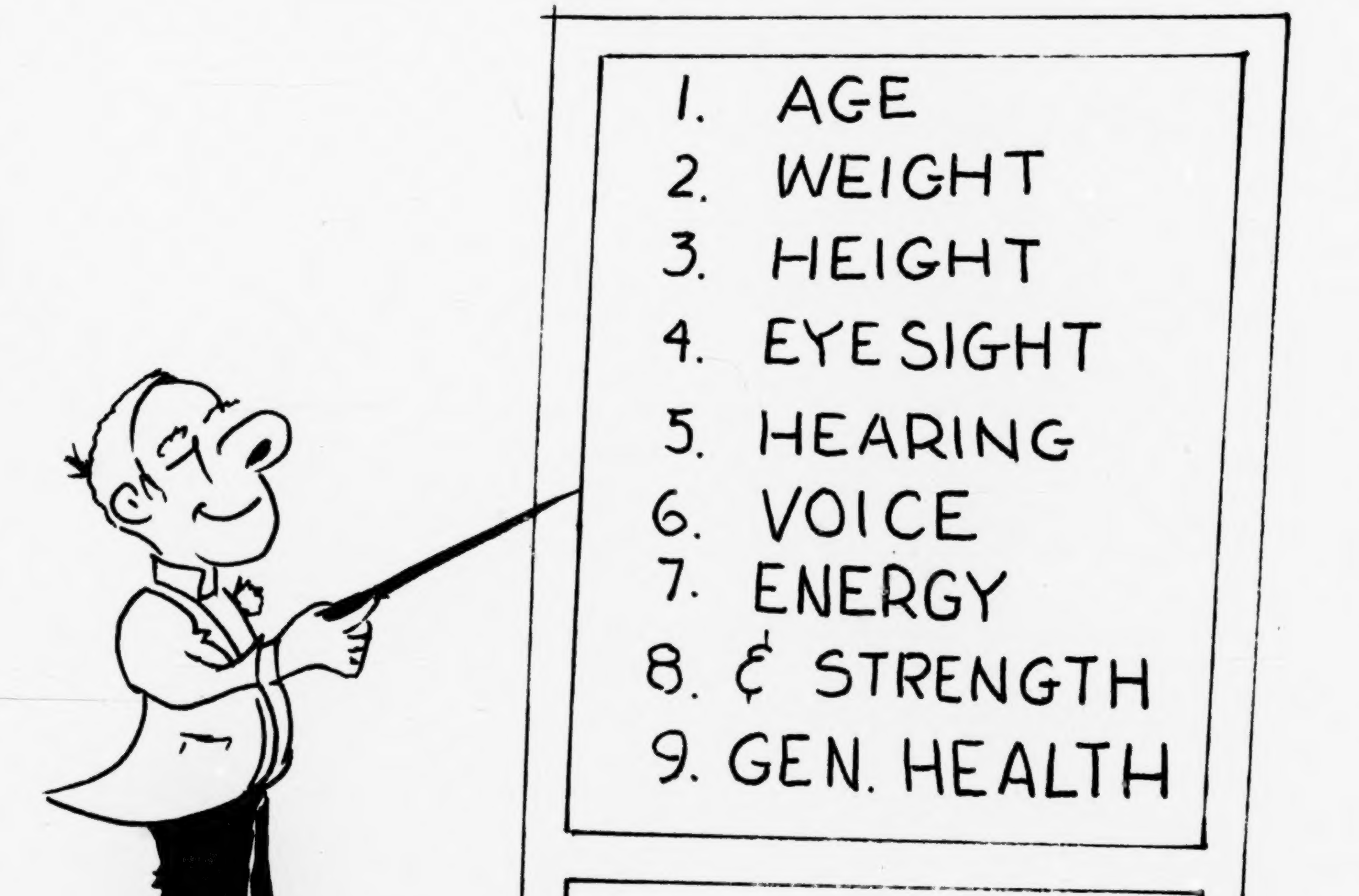
D. References

1. Encyclopedia of Careers and Vocational Guidance, William Hopke, ed., Doubleday and Company, Inc., New York, 1967, Vols. I and II.
2. Essential Aspects of Career Planning and Development, J. C. Atherton and Anthony Mumphrey, The Interstate Printers and Publishers, Inc., Danville, Ill., 1969.
3. Introduction To Vocations, Teacher's Guide, H. E. Beam and J. R. Clary, Division of Vocational Education, North Carolina Department of Public Instruction, Raleigh, North Carolina, 1968.
4. Occupational Information, Robert Hoppock, 3rd ed., New York, McGraw-Hill, 1967.
5. Occupational Information, Seymour L. Wolfbein, Random House, New York, 1968.
6. Training and Reference Manual for Job Analysis, Physical Demands and Physical Capacities Appraisal, Washington, D. C. Government Printing Office, 1950.
7. Guide for Analyzing Jobs, U. S. Employment Service, U. S. Government Printing Office, 1946.
8. Matching Youth and Jobs, Howard Mitchell Bell, Washington, D. C. American Council on Education, 1940.
9. Overhead Transparency Masters, seven masters are attached to this section.
10. Obesity--Problems of Fat Formation and Overweight, McGraw-Hill Textfilms, 1952, Arkansas State Department of Education Film Library, Little Rock, Arkansas 72201.
11. Your Voice, 11 minute 16mm film No. 0190, Arkansas State Department of Education Film Library, Little Rock, Arkansas 72201.

STOP!

CONSIDER

PHYSICAL REQUIREMENTS



1. AGE
2. WEIGHT
3. HEIGHT
4. EYESIGHT
5. HEARING
6. VOICE
7. ENERGY
8. & STRENGTH
9. GEN. HEALTH

STUDENTS' SECTION - UNIT 17

A. Student Behavioral Objectives
Upon completion of this unit the student will be able to:

1. Accurately compare, to the satisfaction of the instructor, his physical make-up to the physical requirements of the occupation he is considering.
2. List, to the satisfaction of the instructor, his physical deficiencies and identify those which, through his own effort, can be corrected.
3. Match correctly his weight and height relationship to an accepted weight-height chart.
4. List at least 8 occupations that have a minimum or a maximum required age as judged by the instructor.
5. List, with 90% accuracy, as judged by the instructor, 10 occupations requiring persons who are energetic and have normal or above physical strength.
6. List at least 5 occupations which in the judgement of the instructor requires workers who have special physical abilities.
7. Correctly respond to at least 80% of the questions on a teacher made objective test over this unit.

B. Pretest
Directions:
On a blank sheet of paper answer the following questions as thoroughly as you can.

1. Name two occupations that have some restriction on age (one job requiring a maximum age and one job requiring a minimum age) and explain why such requirements would be necessary.

2. List three ways physical abilities can determine the type of job a person can get.

3. In all occupations a person must be ____________ healthy and possess at least ____________ physical strength.

4. Name a job in which a special physical ability is required; explain why the special physical ability would be necessary.

5. Employers are interested in people who can make them money. Name some of the physical traits an employer would look for that would indicate that a person would be a productive worker. (Name at least 5)

C. Body
Age affects the type of job that you can hold. Some jobs require a worker to be at age 21 or 18 before he can qualify to hold the job. Also some jobs require people to not be over 45 or 50. A person must be 16 to hold a job in accordance with the child labor laws. Workers who work in a hazardous occupation, such as operating a vehicle or operating a machine that might be hazardous to the operator must be a certain age.

Some occupations require a person to be a certain age. Truck drivers must be 18 years old or older. Certain political offices must be filled by people of a minimum age. Consider such jobs as professional athletes and astronauts who are usually not older than 40 years of age. In a lot of employment classified ads, companies ask for people within a certain age range. These companies want people who are in their most productive years for the type of jobs that are being filled.

Today a majority of the U. S. population is overweight. This hampers the workers' productivity and health. Seldom do you see a job that is for a person who is overweight. Underweight also can affect a worker's productivity and health and can be a determining factor in his ability to get a job. People who have normal weight have a better chance at jobs and are more likely to be healthy. Just as weight can affect your job; a person's height can be essential in some types of jobs. A person's height (whether tall or short) can be an asset or a liability depending upon the type of job he obtains. What jobs can you think of that are affected by weight or height? A fat worker would have a hard time scooting under houses spraying for termites. Most professional basketball players must be over six feet tall. A military policeman must be over five feet eight inches tall. Airline stewardesses must fall within a certain height and weight range. Very little can be done by a person to affect his height, but he can match his weight to his height and become a well balanced worker.

A pilot must have excellent sight and hearing, and he must maintain these physical requirements. An interior decorator certainly could not be successful if he were color blind, and how successful could a factory worker responsible for placing a minute part on a motor be if he could not see well. Although most occupations do not require a certain standard of eyesight or hearing, nearly all jobs demand at least normal eyesight and hearing. Be sure that the occupation you are considering requires a standard of eyesight and hearing that you can meet. Also remember that many defects could be corrected with a trip to the doctor and that normal eyesight and hearing can be lost because of poor and injurious habits.

Voice is another physical ability that might influence your job decisions. Some jobs require a special degree of voice training or development. Many jobs in radio, television, and motion pictures require special voice qualities. Also telephone workers must have certain voice qualities. Most of you can develop your voice easily with some training. Use a tape recorder to tape your voice and analyze it. Listen to others' voices and compare them to yours. Many people depend upon their voices for a living and many jobs require at least a pleasant voice; therefore, it is very important to consider voice requirements in possible jobs and remember a pleasant voice helps in all jobs.

Most jobs require reasonable amounts of energy. Some jobs require a great deal of energy--others require very little energy. The employer's attitude toward sluggish employees is well known. Any job that requires a great deal of movement requires a great deal of energy. Jobs that involve a lot of sitting do not require as much energy. Whatever job you choose, however, you will be more likely to be successful and keep that job if you are energetic. In many cases a person's on-the-job energy depends upon whether the person really likes the job or not and upon the person's general health. Most jobs also require a reasonable amount of physical strength. Some jobs require a great deal of strength, such as jobs requiring heavy lifting.

Good general health is a must for most jobs. A worker who possesses good health is consistently on the job and is usually happier, more reliable, more conscientious, and more productive. Therefore, a person of good health stands a much better chance to get and hold a job. Health is something that you control to a great extent. Good health habits generally result in good health. Remember your need for good sleeping habits, eating habits, and exercising habits. Get physical and dental checkups. Be aware of your health and try to keep it good.

Just by looking around at your classmates you can see that most people are made up of very different physical characteristics. Therefore, certain people will be able to do certain jobs that require special physical characteristics. No one performs to his limit, but if you perform within the normal range and keep your body healthy, you have a very good chance of becoming a worker in the field in which you are interested. You may want to refer to the dictionary of occupational titles or the occupational outlook handbook for information concerning the occupation of your selection.

D. Review
1. How does being too young or too old handicap one for certain jobs?
2. What are some opportunities for using height to best advantage?
3. Why is a pleasant voice important in certain jobs?
4. What jobs require keen sight and hearing?
5. What level of energy would each of the following jobs require:
    a. Long distance truck driver
    b. Secretary
    c. Rodeo performer
    d. Radio announcer
    e. Fireman
    f. Banker
6. What are good health habits?

UNIT 18. LABOR UNIONS AND ORGANIZATIONS

PURPOSE OF UNIT: This unit of study takes a general look at labor unions and organizations and how they affect the individual worker. Many students will be employed in occupations where they will be affiliated with unions and labor organizations. Therefore, they need to know the basic functions of labor unions and what occupations are governed by them. Relationships of unions to particular occupations can be explored further in Chapter III.

TEACHERS' SECTION

A. Teacher Objectives
  1. To provide students with a basic understanding of labor unions and their role in the work force.
  2. To provide the student with a realization of how labor unions affect individual workers.
  3. To provide **actual** or simulated experiences with labor unions that will help the students increase their understanding and appreciation of the function of unions in our society.

B. Suggested Teaching Activities
  1. Ask students studying this unit to take the pretest and score themselves on it.
  2. Instruct the students to read and study at their own pace the textual material about unions contained in Part C of the Student Section. You should make available to the students as many of the references and audio-visual materials listed in Part C of this section as possible.
  3. Upon completion of Part C by the students, decide with the help of the students which of the suggested experiences are of most interest to the students, and most practical in view of the time available for this unit and your local situation.
  4. At your option, decide whether you want to review individually or as a class the review questions and answers given in Part D of the Student Section.
  5. Decide whether you want the students to take the posttest for this unit and so instruct the students.
  6. Invite a local union member to discuss unions.
  7. Hold a class discussion on the benefits of unions.
  8. Discuss the purpose, advantages, and disadvantages of labor strikes.
  9. Define: boycott, closed shop, strike, union shop, fringe benefits, collective bargaining, grievance, picket line, wildcat, scab or strikebreaker, sweatshop, unfair list, yellow-dog contract, featherbedding, checkoff, lockout, runaway shop, black list, kickback, open shop, shop steward, guild.
  10. Discuss the right-to-work law.

11. Set up a debate or panel to discuss labor unions and when they should be permitted to strike.
12. Point out instances where better wages and working conditions have been obtained by local unions.
13. Set up a mock labor union in class to help obtain jobs for students during holidays or the summer months. Use members of the class as representatives of management and labor and set up a collective bargaining situation.
14. Encourage members of the class to bring information on unions to school from home. Many of the students' family members may belong to various labor unions.
15. Visit a local union hall or meeting place and observe, if possible, a union meeting in session.

C. Factors to Consider
  1. History of labor unions:
    a. Origin
    b. Development
    c. Legislation (federal and state) affecting labor unions
    d. Problems of today's unions
  2. Names of some unions:
    a. Actors and Artists of America, Associated
    b. Airline Pilots Association, International
    c. Boilermakers, Iron Shipbuilders, Blacksmiths, Forgers, and Helpers, International Brotherhood of
    d. Bricklayers, Masons and Plasterers International Union of America
    e. Bridge, Structural and Ornamental Iron Workers, International Association
    f. Carpenters and Joiners of America, United Brotherhood of
    g. Communications Workers of America
    h. Electrical Workers, International Brotherhood of
    i. Laborers International Union of North America
    j. Longshoremans Association, International
    k. Machinists and Aerospace Workers, International Association of
    l. Meat Cutters and Butcher Workmen of North America, Brotherhood of
    m. Oil, Chemical and Atomic Workers International Union
    n. Plumbing and Pipe Fitting Industry, United Association of Journeymen and Apprentices of the United States and Canada.
    o. Retail Clerks International Association
    p. Sheet Metal Workers International Association
    q. Steel Workers of America, United (1,200,000 members)
    r. Teachers, American Federation of
    s. Teamsters, Chauffeurs, Warehousemen and Helpers of America, International Brotherhood of (Ind.) (1,700,000 members)
    t. Typographical Union, International
    u. United Automobile, Aerospace and Agricultural Implement Workers of America, International Union (Ind.) (1,414,500 members)
    v. United Mine Workers of America (Ind.)
    w. Woodworkers of America, International
  3. Types of labor unions:
    a. Craft or horizontal (workers in only one trade) AFL
    b. Industrial or vertical (all workers in single industry) CIO
    c. Trade unions
    d. Independent unions
    e. Company union

4. Union membership and dues:
    a. Every union member pays dues
    b. Average dues will run approximately $6.00/month
    c. Part of the dues are retained by the local and the rest sent to the national union
    d. Membership privileges
    e. Methods of collecting dues
5. Union aims:
    a. Collective bargaining:
        (1) Improve wage rate
        (2) Guaranteed wage
        (3) Shorter work week
        (4) More paid holidays, longer vacations
        (5) Improved working conditions
        (6) Safety programs, insurance programs
        (7) Give worker a voice in his craft or industry
    b. Sponsor social activities
    c. Educate their own members in their duties as citizens
    d. Promote legislation that will help labor
    e. Give scholarships to needy boys and girls
    f. Look after the welfare of their union members
    g. Sponsor credit unions for members
    h. Establish a working relationship between labor and management for settling grievances or complaints
6. Labor unions structure
    a. Organization of local union
    b. Methods and qualifications of officers
    c. When and how to join them
7. Career opportunities:
    a. Worker elected as steward and rises as an official of the local or national union
    b. Technical or professional skill (research, personnel, lawyer)

D. References

1. The American Labor Movement, Leon Litwack, Prentice-Hall, Inc., Englewood Cliffs, N.J. 1962. Price $1.95.
2. American Unions: Structure, Government, and Politics, Jack Barbash, Random House, New York, 1967. Price $2.45.
3. The Great Struggle, Irving Werstein, Charles Scribner's Sons, New York, 1965.
4. The World Book Encyclopedia, Volume 12, Field Enterprised Educational Corporation, 1964.
5. The World of Work, Kay Koschnick ed., New Readers Press, Box 131, Syracuse, New York, 13210, 1969. Price $1.25.
6. "American Labor Unions", Reed C. Richardson, Cornell University, Bulletin No. 30, Price $.50.
7. "Labor Relations Primer", Robert E. Doherty, Cornell University, May, 1965 Bulletin No. 54, Price $.75.
8. "Important Events in American Labor History", U.S. Department of Labor, 1969, Price $.25. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

9. The following documents are available free from:
   American Federation of Labor & Congress of Industrial Organizations,
   815 - 16th Street, N.W., Washington, D.C. 20006.
   - "This Is AFL-CIO" - Publication No. 20, Nov., 1969.
   - "Why Unions?" - Publication No. 41, July, 1969.
   - "AFL-CIO Constitution"- amended October, 1969.
   - "Collective Bargaining - Democracy on the Job" - Publication No. 136.
   - "The Export of American Jobs" - May, 1970.
10. Audio-Visuals
    Overhead Transparency Masters, six masters are attached to this section.
    "Labor Comes of Age", 1966 B&W 22-minute 16mm film No. 6153, Arkansas State Department of Education Film Library, Little Rock, Arkansas 72201.
    "Labor Movement: Beginnings and Growth in America", 1959 B&W 14-minute 16mm film No. 50671, Visual Aids Service, Division University Extension, University of Illinois, Champaigne, Illinois 61822. Rental is $3.15.
    "Labor and Labor Unions", a filmstrip and record No. 178F. Available for $4.25, record $5.00 from Eye Gate House, Inc. 146-01 Archer Avenue, Jamaica, New York 11435.

LABOR UNIONS AND ORGANIZATIONS

STUDENTS' SECTION - UNIT 18

A. Student Behavioral Objectives

Upon completion of this unit, the student on a written test will be able to:

1. Identify four of the six occupational fields where labor union strength has been the greatest.
2. Write a definition for the term "labor movement" that in the judgment of your instructor, correcponds to the meaning in this unit.
3. Match five important terms and their definitions with 80% accuracy.
4. List two national labor unions by name.
5. List at least three of the five types of labor unions presented in this unit.
6. Match an explanation of closed shop, union shop, and open shop policies with the appropriate term with 100% accuracy.
7. State at least two of the five arguments for, and two of the five arguments against collective bargaining.
8. List at least seven of the fourteen aims of labor unions.
9. Correctly respond, on a 15-minute written true-false examination, to 80% of the statements concerning labor unions.

B. Pretest

Directions: On a blank sheet of paper, write the numbers 1 to 30. Read each of the following statements and indicate on your answer sheet whether you believe each statement to be true or false.

1. An individual worker can do little to improve his wages or working conditions.
2. Labor is defined as working with one's hands.
3. The labor movement began only when people started working in factories.
4. Today's unions are a part of the labor movement.
5. The history of labor unions dates back to the 13th century.
6. Early participants in the labor movement were called journeymen.
7. One early type of labor organization made up of shopkeepers and merchants was called a craft guild.
8. Apprentices were young beginners who worked for their room and board while learning a trade.
9. The industrial revolution created conditions that led to the modern labor movement.
10. Life in the Western world was little changed by the industrial revolution.
11. After the industrial revolution, workers had more personal contact with the employer.
12. To protect themselves from hardships after the start of the industrial revolution, workers began to form organizations called combinations.
13. The first strike in U.S. history took place in the printing industry.
14. The Typographical Union was the earliest union formed that is still in existence today.
15. An early organization known for its extreme secrecy was the Knights of Labor.
16. Uriah Stephens was the first president of the AFL.

17. George Meany was the first president of the combined AFL-CIO.
18. Craft unions represent all jobs in a particular craft.
19. The main advantage claimed for the craft type of organization is that the common interest of the members makes for strength and stability.
20. A company working under a closed shop agreement means that no union members will be hired.
21. Employer deduction of union dues from worker's pay is known as a grievance procedure.
22. Unions use what is known as collective bargaining to settle disputes with management.
23. A procedure for handling complaints or disputes originated by workers or unions is called a checkoff agreement.
24. When a dispute is submitted to a third person for settlement these third persons are called arbitrators.
25. A government agent sent to meet with labor and management to help reach an agreement is called a mediator.
26. The federal government, in some situations, has the legal power to cause a delay known as a cooling-off period.
27. A paid, full-time representative of a labor union is called a shop steward.
28. A union member, not an officer of the union, elected to handle grievances of union members with the employer is called a business agent.
29. Local unions do not join together to form a national or an international union.
30. The AFL-CIO is a federation of national and international unions.

Answers:

1. T
2. F
3. F
4. T
5. T
6. F
7. F
8. T
9. T
10. F
11. F
12. T
13. T
14. T
15. T
16. F
17. T
18. T
19. T
20. F
21. F
22. T
23. F
24. T
25. T
26. T
27. F
28. F
29. F
30. T

C. Body

Labor Unions and Organizations - An individual worker can do very little to help improve his wages or working conditions. By joining with his fellow employees, however, he can effectively bargain with his employer. Some people say you can't fight city hall or buck the boss, but in a democracy this isn't true. Unions are one way employees can present their problems and have them considered. Approximately 17,900,000 workers, or 28% of the non-agricultural workers in the United States belong to labor unions. The strongest unions are in the fields of construction, entertainment, manufacturing, mining, printing and publishing, and transportation.

General Ideas about Labor - There are many ideas about what labor means. Usually one assumes labor is working withone's hands. In economics, the term labor has a very broad meaning. Labor includes many forms of human effort, physical and mental, that provide a service or add value to goods.

Labor in these terms includes managers, mechanics, factory works, bookkeepers, truckers, salesmen, and many others. There is another definition of labor, however, that has a more restricted meaning. This kind of labor is commonly found in organized labor unions. This labor is paid wages or other compensation for the creation or distribution of goods and services. These workers are usually not the owners of the goods they produce or owners of the business in which they work.

Labor Movement - The term labor movement is a general term applied to a group of workers who have organized for the purpose of improving their wages and working conditions. This term also applies to a series of unrelated attempts by organized workers to achieve various goals. Today's unions are a part of the labor movement. Gradually, we have accepted the meaning of the labor movement to mean the organization and the activities of labor unions.

The labor movement is very old. More than 300 years ago, there were organizations of employees in the simple small shops of England and Europe. The paid workers in these small shops formed organizations to bargain with the owners about wages and working conditions. As the labor movement progressed, the objectives became greater than simply bargaining with employers. Labor unions sought and succeeded in obtaining political action to gain certain protection and advantages by law. Some of the objectives gained by law involved working conditions, hours of work, and other advantages.

History of Labor Unions - In ancient times, labor was associated with slavery. Many people were born into slavery and others were prisoners captured in war. Ancient Athens was the first great democratic society, but still they had slaves. The Roman Empire also had slaves. Greece and Rome often allowed slaves to reach positions of responsibility in many households, and many won or bought their freedom. Still labor, especially manual laborers, were thought of as lower class society. Labor began to gain dignity and respect as slavery declined and Christianity spread. Labor improved as the town replaced the rural area as the principal place of employment.

Early Unions - Unions in the United States and in Western Europe date back to the 13th century when merchants and artisans organized into associations, or guilds, for each craft. The agricultural system gave way to the system of home workshops in England and Western Europe. Workers performed their tasks at home or in small shops and they knew and understood the employer's problems.

There were two types of guilds, one composed of shopkeepers or retailers which was known as a merchant guild and the other made up of handicraft workers and called a craft guild. The craft guild established ranks for workers and some unions still use them today. The ranks were masters who were older craftsmen in whose homes the work was performed; journeymen were the craftsmen that the masters employed on a day-wage basis; and apprentices who were young beginners who worked for their room and board while learning the trade.

The guilds set standards for all products made by their members and set standards for prices and wages. This system broke down because of its restrictions on membership and its old-fashioned ideas of producing goods.

The Industrial Revolution - The economic and industrial change known as the Industrial Revolution created conditions which led to the modern labor movement. Toward the end of the 18th century crude machines were developed for use in factories. Machinery could produce more goods faster than the individual worker. These factories needed a large number of workers, so men and women moved from the farm to the city to take jobs.

By the beginning of the 19th century the Industrial Revolution had spread to the United States. Life was completely changed in the Western world. Factories were built to house the machines and only the wealthy could afford to own them. Factory workers were dependent upon the machines and the owners. No longer did they have easy personal contact with the employer or boss, and when workers had problems they had noone that would listen to them. Workers suffered many hardships, such as low pay, long hours, and terrible working conditions. Workers in Europe and the United States began to form organizations, at first called combinations, to protect themselves. These were usually outlawed because of pressure from the factory owners.

Unions in the United States - The first unions in the United States appeared in cities along the East Coast at the time of the Revolutionary War. Groups of craftsmen banded together to improve their wages and working conditions.

The first recorded strike in U.S. history was in 1786 when Philadelphia printers gained a minimum wage of $6 a week. A group of eight Philadelphia shoemakers formed the first union in 1792, but disbanded in less than a year. Few of the early unions survived the opposition of their employers, the hostility of the courts, and the pressure of hard times.

The Mechanics Union of Trade Associations, made up of several local unions was formed in Philadelphia in 1827. This was the first city central type of organization on record.

The first national unions came into existence in the 1850's. In 1852 the Typographical Union was formed; this was the first national organization of workers to endure to the present day. The panic of 1857 caused many workers to lose their jobs and unions lost their power to bargain.

After the Civil War, business boomed, labor was in demand and unions were active. By 1864, about 300 local unions operated in 20 states.

The first important association of unions was the National Labor Union, organized in 1866. This association consisted of local unions, national unions, and trade union groups. It drifted into social rather than trade union endeavors and lost its craftsmen's support causing it to go out of existence in 1872.

Knights of Labor - In 1869, Uriah Stephens, a tailor, and eight fellow workers organized the Noble Order of the Knights of Labor in Philadelphia. It maintained extreme secrecy until 1878, then began organizing skilled and unskilled workers openly. By winning railroad strikes against the Gould Lines and advancing the program for the eight-hour day, the Knights of Labor gained many followers, claiming over 700,000 members in 1886. It declined rapidly after the emergence of the American Federation of Labor.

American Federation of Labor - The Knights of Labor did not seem to represent craft unions' interests, so several craft union leaders left, including Samuel Gompers and Adolph Strasser. They formed the Federation of Organized Trades and Labor Unions (FOTLU) in November of 1881. At a convention in Columbus, Ohio in December, 1886 it was reorganized as the American Federation of Labor. The AFL was the first national union to represent the practical economic interests of its members. The Federation did not concern itself much with the social and political welfare of workers, nor was it concerned about the welfare of all workers in general. They sought to further the interests of skilled workers in certain occupations. William Green succeeded Gompers as president of the AFL in 1924 and generally followed Gompers' policies.

The Congress of Industrial Organizations - Mass production industries, such as the automobile industry, developed on a wide scale in the 1930's. These industries needed union organization. Many leaders in the AFL felt that mass production industries should be organized on a craft basis. Others thought these industries should have mass industrial unions. John L. Lewis of the United Mine Workers gave leadership to this idea and organized a group called the Committee for Industrial Organizations. This group was forced out of the AFL in 1938 and became the Congress of Industrial Organizations (CIO). The CIO followed many AFL policies, but unlike the AFL they believed in taking direct political action.

The AFL-CIO - The formation of the CIO caused rivalry between the AFL and the CIO causing them to compete in attempting to win benefits from employers. Leaders of both sides recognized that this division weakened the strength and progress of the organized labor movement. A merger seemed to be the solution to give them strength and end the disputes. For several years a number of AFL and CIO leaders had dreamed of combining the two federations. In December, 1955, after many months of discussion, the two groups became a single organization (AFL-CIO). George Meany became its first president.

A declared purpose of the AFL-CIO is "to protect the labor movement" from corrupt influence and practices of all kinds. Some people were afraid that the merger would give labor too much power. They did not realize that labor and management today are equally concerned with the nation's economic well-being.

Types of Labor Unions - Craft Unions - Craft unions represent all of the jobs in a particular craft. The members of a craft union may work in many different industries. Groups of construction workers, such as carpenters, plumbers, and painters, belong to separate craft unions. The term "craft" is used loosely, because many unions represent several different crafts. For instance, the International Brotherhood of Electrical Workers has as members building trades electricians, railroad shop electricians, shipyard electricians, and electricians wherever they are employed; but it also has as members employees of telephone, electrical machinery, and electronic concerns. National craft unions exercise so called horizontal authority or command over their members. The main advantage claimed for the craft type of organization is that the common interest of members makes for strength and stability.

Industrial Unions - An industrial union is composed of all classes of workers in one or more industries. The members may have different jobs, but the union represents all the workers. Either the aircraft or the automobile industry is an example of this type of union. National industrial unions exercise vertical authority. Industrial unions stress the importance of the underlying interests of all kinds and classes of workers in an industry.

Trade Unions - Trade unions once meant a union of workers in the same craft or trade, but today the term is often used to refer to any union.

Independent Unions - These are local unions that do not belong to a national or international union.

Company Unions - During World War I industry became concerned with personnel policies -- high labor turnover, foreman training, salaries, and others. Out of this concern developed schemes of employer representation and company unions. Company unions played a role in training future union leaders. They taught employees to discuss their rights, to learn about business, and eventually to realize the importance of company unions as bargaining agents.

All unions operate under one of the following situations: closed shop, union shop, or an open shop. A closed shop refers to a business where only union men are hired. You must be a member before the employer will hire you. In a union shop you can be employed without belonging to a union, but you must join in a certain length of time after you are hired. A business that operates under an open shop does not require a worker to join a union to get a job or to retain his job. There may be a union with many members operating within that factory, but you join only if you care to.

Union Membership and Dues - When one joins a union he pays an initiation fee to the local union, which in turn pays an initiation fee for each new member to the national union. Local unions usually fix the dues for their members, which run approximately $6 per month. The local union collects the dues, keeps part of the money, and sends the rest to the national union. The national union, in turn, keeps part of the money, and sends the rest to the national union. The national union, in turn, keeps part of the money and pays the AFL-CIO a small amount for each member. Some unions have checkoff agreements with employers. This means that the employer deducts union dues from the worker's pay and remits the money directly to the union. The Labor-Management Relations Act of 1947 states that the checkoff can be made only with the written consent of the employee.

Union Aims - Collective Bargaining - This means bargaining as to wages and matters relating to working conditions with employers by representatives of organized groups of workers. Such agreements, if lawful, become binding to a certain extent on all individuals concerned. Collective bargaining is the central objective of labor unions.

Representatives of a union and a company meet to talk over problems. The union makes certain demands and the management makes counteroffers and from this they reach a mutual agreement. The representatives put their agreements in the form of a written contract, which contains specific statements of agreement relative to a number of points.

In order to deal effectively with employers in collective bargaining, unions insist that they must organize and maintain union security, which means acceptance and recognition of the union by the employers.

Arguments for collective bargaining:

1. Only by collective agreements can workers have equality of bargaining power with employers.
2. When individuals bargain, wages for the entire group tend to be set by workers who will accept wages that may have no relation to productivity.
3. Since the supply of labor usually is greater than the demand, collective bargaining is necessary to obtain fair wages.
4. Strikes are prevented if both parties do not violate the contract.
5. A long term contract makes it possible for an employer to know what his labor costs will be and gives employees job or wage security.

Arguments against collective bargaining:

1. Employers contend that unions demand too much and threaten to destroy profits.
2. Unions interfere with the decision-making authority of management.
3. Unions tend to destroy loyalty of employees to the employer.
4. The employer considers himself generous and kind to his employees and considers it an insult for a union to want to speak for and negotiate for his employees.
5. The human aspects of management are being destroyed, and labor is being separated and divided from management because there are collective spokesmen.

Union Aims through Collective Bargaining -

1. Improve the wage rate -- the amount of money a worker receives for a certain period of time or a certain amount of work.
2. Guaranteed wage -- an agreement in which the company agrees to pay its workers all or part of their regular wages even if the plant is closed.
3. Shorter work week.
4. More paid holidays, longer vacations.
5. Improved working conditions.
6. Safety programs and insurance programs.
7. Give the worker a voice in his craft or industry.

Other Union Aims Are:

1. Sponsor social activities.
2. Educate their own members in their duties as citizens.
3. Promote legislation that will help labor.
4. Give scholarships to needy boys and girls.
5. Look after the welfare of union members.
6. Sponsor credit unions for members.
7. Establish a working relationship between labor and management for settling grievances or complaints.

Public Polity on Labor and Management - To prevent unrest and misunderstanding, there is a procedure for handling complaints and disputes originated by workers or unions. This is called a grievance procedure. It is usually a carefully written procedure and often is a part of a union contract between the employer and the union.

When disputes cannot be settled by mutual agreement or negotiation, the next step is often arbitration. In this process, the dispute is submitted to a third person or group of persons agreed upon. Such a person is called an arbitrator. His decision must be accepted by both parties, labor and management.

In some labor disputes, a government agent, called a mediator, meets with labor and management to help reach an agreement. The mediator has no power but merely attempts to bring both parties into agreement. The federal government, however, in some situations, has the legal power to require a colling-off period (delay) before the strike.

To encourage negotiation and reduce conflict, society has tried to narrow the area of possible disagreement between the parties in collective bargaining. We maintain public agencies to establish the general rules and to answer certain types of questions for the parties.

Public agencies are taking an active part in many employment relationships. Representatives of the federal agencies are checking on hours of work and wage rates. State agencies are checking working conditions and the jobs held by young workers and women. Federal, state, and local fair employment practice commissions are working to prevent discrimination in employment based on race, nationality, or religion.

Labor Union Structure - There are three levels of union organization: (1) the local union, (2) the national or international union, and(3) the federation.

Local Unions - Local unions, or "locals" represent workers in the same area, such as a city or county. Some unions have many locals and others have only a few. They hold meetings at a headquarters or hall, usually every month. The members elect officers every one or two years. Officers carry out their union duties in addition to their regular jobs. If they can afford to, locals hire a full time, paid representative, or "business agent". The union members of a division in a company elect a shop steward to handle grievances of members with the employer. He is not an officer of the union.

National or International Unions - Local unions may join together in a national union or an international union (they have locals in Canada, Puerto Rico, etc.). These unions supervise the important union job of collective bargaining. A convention held every one, two, or four years govern most national unions. Local unions send delegates to these conventions.

Federation - The AFL-CIO is a federation of national and international unions. There are almost 18 million union members in the United States and over 13½ million belong to unions affiliated with the AFL-CIO. Not all national unions belong. For example, the United Mine Workers and several railroad unions are not members of the federation.

D. Review

1. What is the primary aim of unions?
2. Are labor unions and strikes of recent origin?
3. Do you think labor unions can become too powerful?
4. What is labor's most important method of getting benefits for workers?
5. What do unions work for, other than higher wages?
6. What U.S. government agency helps settle disputes between labor and management?
7. What are union dues used for?
8. What effect do labor unions have on the price of the finished product?
9. How does the consumer benefit from labor union regulations regarding the quality of the finished product?
10. What are the disadvantages of unions?
11. Are unions a good instrument of society?
12. What benefits are derived from unions?
13. Who eventually pays for the cost of higher wages obtained through strikes?
14. What is a closed shop?
15. What is a union shop?
16. What is an open shop?
17. What is a business agent?
18. What is a shop steward?

UNIT 19. ENVIRONMENTAL CONDITIONS AND WORKING CONDITIONS

PURPOSE OF UNIT: Since environmental and working conditions are very important factors affecting job satisfaction, they should be considered carefully when choosing an occupation. Students should consider the large variety of conditions associated with different types of work and assess their likes and dislikes. In Unit III, Exploring Occupations, they will consider specific conditions relating to an occupation as they explore it. Each job has a set of conditions under which it is performed. Working conditions for some occupations are established by man and others are established by nature. It is important for young people exploring the world of work to learn the working conditions of different occupations. These should then be compared with the type of conditions under which they would like to work.

TEACHERS' SECTION

A. Teacher Objectives
  1. To understand working conditions and environments that people consider in choosing an occupation as a career.
  2. To make students aware of the wide range of working conditions which exist.

B. Suggested Teaching Activities
  1. Use visual aids showing different working conditions.
  2. Conduct personal interviews and visits to study working conditions. (See Appendix B.)
  3. Hold a class discussion of the working conditions of office workers versus outdoor and factory workers.
  4. Develop a chart listing desirable and undesirable working conditions.
  5. Use a panel, debate, or class discussion for presenting the advantages and disadvantages of the various means of receiving wages.
  6. Draw an organizational chart showing avenues for advancement.
  7. List some jobs with advancement possibilities and some jobs that offer very little advancement opportunity, if any.
  8. Take a field trip to illustrate different environmental working conditions. (Use Field Trip Report from Unit 15.)
  9. Arrange to have students exposed to actual job experiences.
  10. Use resource persons to discuss the advantages of their work situation. (See Appendix A)
  11. Ask students to list some jobs which fall into each of the environmental conditions.
  12. Survey jobs which represent each of the various methods of payment.
  13. Prepare a job analysis form for the student to complete concerning selected occupations.
  14. Discuss working conditions of jobs in your area.

15. Let students make a bulletin board display showing pictures of people involved in jobs with various environmental and working conditions featured.

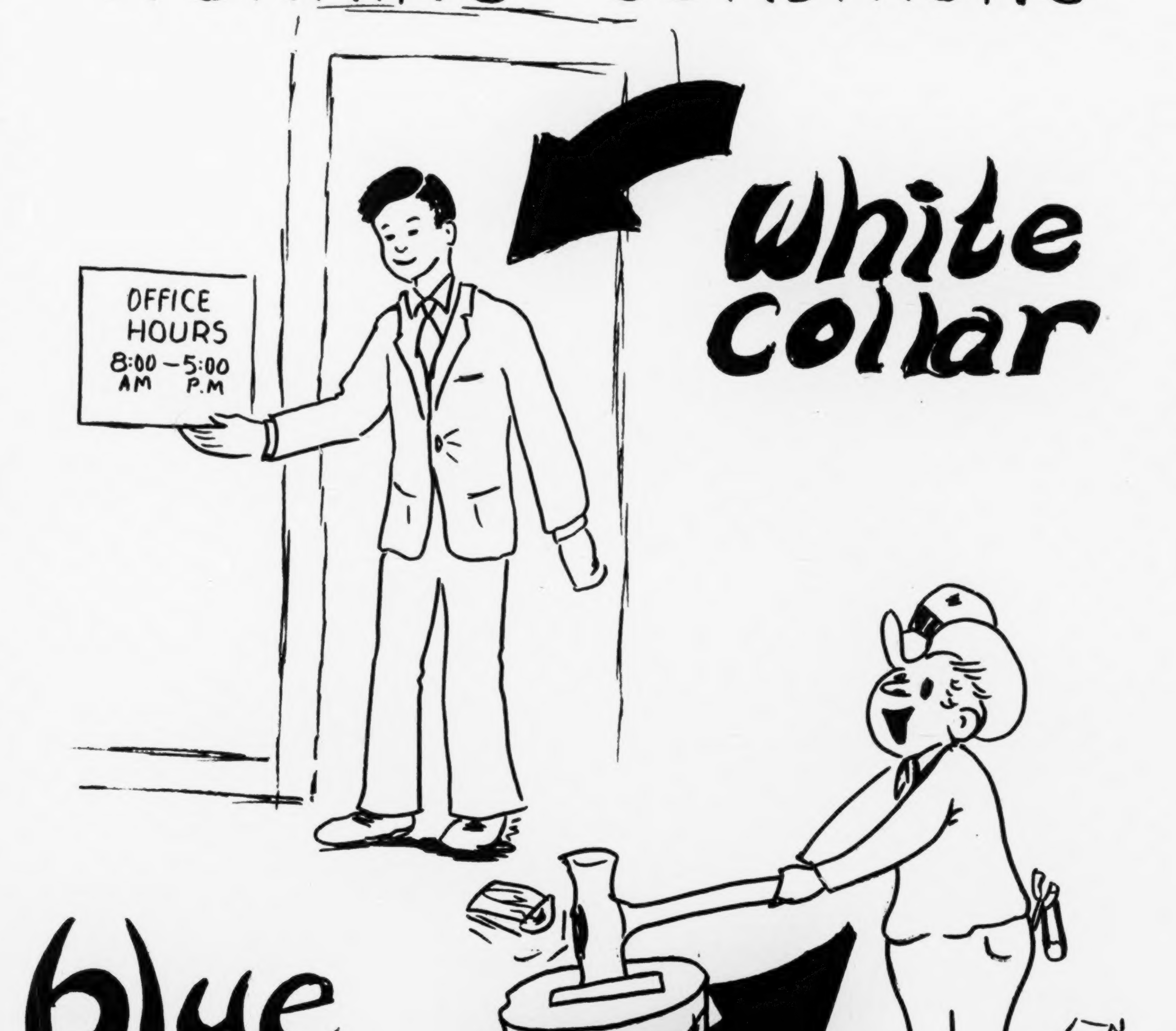
C. Factors to Consider
   1. Environmental conditions:
      a. Indoor
      b. Outdoor (insects, humidity)
      c. Controlled by man
      d. Natural
      e. Variations
         (1) Hot or cold
         (2) Wet or dry
         (3) Quiet or noisy
         (4) Clean or dirty
         (5) Presence or absence of various forms of pollution
   2. a. Pay incentives:
         (1) Weekly or monthly salary
         (2) Hourly wage
         (3) Piece work basis
         (4) Commission
         (5) Fringe benefits
      b. Work schedule:
         (1) Length of work day
         (2) Work days per week
         (3) Night or day work
         (4) Rotation work schedule (shift work)
      c. Potential advancement:
         (1) Some jobs offer little or no advancement
         (2) Certain jobs offer great promotional opportunity
         (3) Usually advancement depends on:
            (a) Experience
            (b) Job performance
            (c) Size and type of business
            (d) Initiative
            (e) Skill, ability, educational training
            (f) Seniority
      d. Type of work:
         (1) Work alone
         (2) Work with others
         (3) Work on a constant pattern
         (4) Work which provides a variety of experiences
         (5) Work which involves meeting new people
         (6) Work of a supervisory nature
         (7) Work of operative nature
         (8) Work of abstract nature
      e. Hazards involved in the occupations:
         (1) Health restrictions
         (2) Safety Hazards
         (3) Safety precautions
            (a) Guards
            (b) Special clothing

- f. Work difficulties (physical):
    - (1) Lifting
    - (2) Sitting
    - (3) Walking
    - (4) Stooping or bending
    - (5) Reaching
- g. Work difficulties (mental):
    - (1) Complexity of duties
    - (2) Concentration required
    - (3) Skill required

D. References

1. Worker interviews and resource personnel
2. Brochures from industry & labor organizations
3. Selected filmstrips
4. D.O.T., US Department of Labor, Bureau of Labor Statistics, Washington, D.C.
5. Occupational Outlook Handbook, Bureau of Employment Security, Department of Labor, 411 N. Akard Street, Dallas, Texas 75201

ENVIRONMENTAL WORKING CONDITIONS


OFFICE HOURS
8:00 – 5:00
AM P.M
White collar
blue Collar

STUDENTS' SECTION - UNIT 19

A. Student Behavioral Objectives

Upon completion of this unit the student on a written test will be able to:

1. List two occupations one would avoid if he preferred working out-of-doors as presented in this unit.
2. Identify at least six conditions of the environment which should be considered in planning an occupation according to the information in this unit.
3. Name at least two occupations that in, according to this unit, the workers work long hours.
4. Write a paragraph which in the judgement of the teacher indicates an understanding of the effect of social prestige on choice of an occupation.

B. Pretest

Directions:

Put a "T" in the blank if the statement is true and an "F" if the statement is false.

___1. Unskilled workers tend to work the fewest hours per week.

___2. Managers and proprietors tend to work the longest hours per week.

___3. Social prestige has little bearing on choice of occupation.

___4. Most people are willing to work 50 or more hours a week.

___5. One's state of health will determine to a certain extent the kinds of conditions under which he can work.

___6. A person who likes the out-of-doors would be suited to be a secretary.

___7. A person who is bored doing the same thing over and over again would enjoy working on an assembly line in a factory.

___8. A person suffering from asthma would not work in a bakery without doing damage to his health.

___9. A person who likes to work alone would like to work in research.

___10. Computers will take over all work by 1980.

___11. A job that has an extended vacation period seems to be most desirable.

___12. People react psychologically to odors.

____13. The pace of the work would matter very little to most people.

____14. A person will enjoy a job in which he feels he has some responsibility.

____15. The feeling of contributing something creative in a job is appealing to most people.

C. Body

Environmental Conditions and Working Conditions - Physical Conditions - Physical working conditions are sometimes the determining factor in career choice. The health and physical condition of many people prevent their entry into certain types of occupations. A person suffering from asthma cannot consider the occupation baker. Most people seek a field of work in which they have a good opportunity of maintaining their health. They also react psychologically to certain physical conditions of work. Odors, noises, extremes of temperature and long hours of standing discourage some from choosing careers in which such conditions prevail. On the other hand, quiet, cleanliness, and fresh air are some of the conditions that draw people to occupations. You may want to consider working conditions in terms of personal preference by turning to the WORKING CONDITIONS PERSONAL PREFERENCE SHEET and completing it.

Mental Conditions - The kind of mental activity required by the occupation is also frequently a decisive factor in career choice. A student should know to what extent the occupation would challenge him mentally, and whether he would be continually repeating the same thing or doing something different.

The following are 12 temperament factors:

1. Situations involving repetitive or short-cycle operations carried out accordingly. (Drilling the holes in automobile wheels week after week)
2. Situations involving doing things only under specific instruction, allowing little or no room for independent action or judgment in working out job problems.
3. Situations involving a variety of duties often characterized by frequent change.
4. Situations involving the direction, control, and planning of an entire activity or the activity of others. (Managing a department store)
5. Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions.
6. Situations involving working alone and apart in physical isolation from others, although activity may be integrated with that of others. (Doing the work of a laboratory technician)
7. Situations involving influencing people in their opinions, attitudes or judgment about ideas or things. (Salesmen)
8. Situations involving performing adequately under stress when confronted with the critical or unexpected or taking risks.
9. Situations involving the evaluation of information against measurable or verifiable criteria. (Lawyers, judges)
10. Situations involving the evaluation of information and making a judgment. (Picking defective oranges from a conveyor belt)

11. Situations involving the interpretation of feelings, ideas or facts in terms of personal viewpoint. (Psychiatrists)
12. Situations involving the precise attainment of set limits, tolerances, or standards. (Machinists)

Hours of Work

Hours of work are closely linked to earnings. The number of hours worked per day and number of days worked per week are often determining factors in the choice of an occupation. The average weekly hours of wage and salary workers in 1962 were from 39 to 43. Work weeks averaging below 39 hours were common to the service industries, including education, entertainment, and recreation. The transportation and mining industries comparatively long work weeks. Farmers, farm managers, proprietors and nonfarm managers worked an average of 50 hours per week. These groups include a high proportion of self-employed and supervisory personnel. Professional workers and skilled craftsmen averaged almost 42 hours per week. Unskilled workers, such as nonfarm laborers and service workers tended to work the fewest hours.

Vacations

Vacations have some bearing on the attractiveness of an occupation. In occupations where the heaviest work load occurs during the vacation season, employees must take their vacations at other times of the year.

Social Prestige

Some persons prefer to take a job with lower pay which provides them rewards of being socially recognized rather than taking a high paying job and not be recognized. A state senator gets quite a bit of prestige but does not receive much pay for the time spent after campaign expenses have been paid.

Use the Occupational Outlook Handbook and read the information provided about working conditions for Plumber, Pharmacist, Cashier, Astronomer, Zoologist, Firefighter, Auto-Body Repairman, and compare the differences. Ask yourself which working conditions you prefer most - and least. Suppose now you are offered a position with the Eagle Motor Company as a salesman selling their "Lunar Land Buggy." The company offers you your choice of $100 per week and no commission, or 10% commission on all sales you make. What working conditions might you consider before taking the position?

D. Review Questions

1. What type of environmental working conditions do you prefer?
2. What are some conditions which you feel you could not work under?
3. In your survey of jobs, what were the worker's attitudes toward working and environmental conditions?
4. Why should the environmental factors involved in a job be considered?
5. Why is method of receiving pay a consideration?
6. What factors may cause work hours to vary on some jobs?
7. What are some of the systems of advancement used?
8. What are some of the working conditions you dislike?

WORKING CONDITIONS PERSONAL PREFERENCE SHEET

	LIKE	NEITHER LIKE NOR DISLIKE	DISLIKE
1. inside			
2. outside			
3. hot			
4. cold			
5. sudden changes of temperature			
6. humid			
7. wet			
8. dry			
9. dusty			
10. dirty			
11. odors			
12. noisy			
13. adequate lighting			
14. adequate ventilation			
15. vibration			
16. mechanical hazards			
17. moving			
18. cramped quarters			
19. high places			
20. exposure to burns			
21. electrical hazards			
22. explosives			
23. working with others			
24. working alone			
25. toxic conditions			

CHAPTER III

EXPLORING OCCUPATIONS IN RELATION TO SELF

PURPOSE OF CHAPTER: In Chapter I the student looked at himself, at attitudes, employer-employee relationships, civic responsibility and other human factors relating to jobs.

In Chapter II the student was introduced to a classification system, and some of the structure of the job world.

Since Chapter I looked at the uniqueness of individuals and Chapter II at the uniqueness of the job world, we turn in Chapter III to a more detailed look at specific jobs. We will follow this with Chapter IV dealing with decision-making, Chapter V making long range plans, and Chapter VI how to seek, get, and keep a job.

This detailed look at self in relation to job characteristics in Chapter III provides students the opportunity to explore as many occupations within a category as his time permits. However, it is important that each student should explore carefully each of the nine categories. An equal amount of time should be devoted to each of the categories since students will not make an occupational choice until after the material on decision-making in Chapter IV is covered.

UNIT 20. STUDYING OPPORTUNITIES IN A CATEGORY

PURPOSE OF UNIT: Changes are taking place in all occupational categories. Students should be familiar with these changes as they will be affected when they enter the world of work. They should be well acquainted with local and state opportunities in the category, and should have a general understanding of opportunities on the national level. Students should be aware of the job opportunities on the local, state, and national level in order to use the information while exploring specific occupations in Unit 21. This information will also help them determine their degree of interest in the various categories studied.

TEACHERS' SECTION

A. Teacher Objectives

1. To familiarize students with local, state, and national job opportunities in each category.
2. To make the student alert to the trends and developments and how they will affect him in his planning his future.
3. To help students understand that job opportunities exist in categories or clusters.

B. Suggested Teaching Activities

1. Ask selected students to prepare a bulletin board display using pictures of workers in each of the nine categories.
2. Review with students the definition of the category being studied and its importance to the economy. Then ask students to identify several occupations in the category.
3. View filmstrips, "Preparing For The Jobs Of The 70's" and follow up with a class discussion.
4. Use a resource person from the local ESD office to explain trends in local and state job opportunities.
5. Ask students to collect newspaper and magazine articles pertaining to job trends.
6. View selected slides pertaining to job trends from the set, "Looking Ahead To A Career" and follow up with a class discussion on national job opportunities.
7. Conduct a class discussion on local job opportunities as shown by a job survey, if available.
8. Consider the possibility of conducting a community survey as a group project, if this has not already been accomplished.
9. Discuss the pro's and con's of selecting a place to work near home.
10. Review the definition of the category being studied and its importance to the economy. Then identify several career clusters in the category.

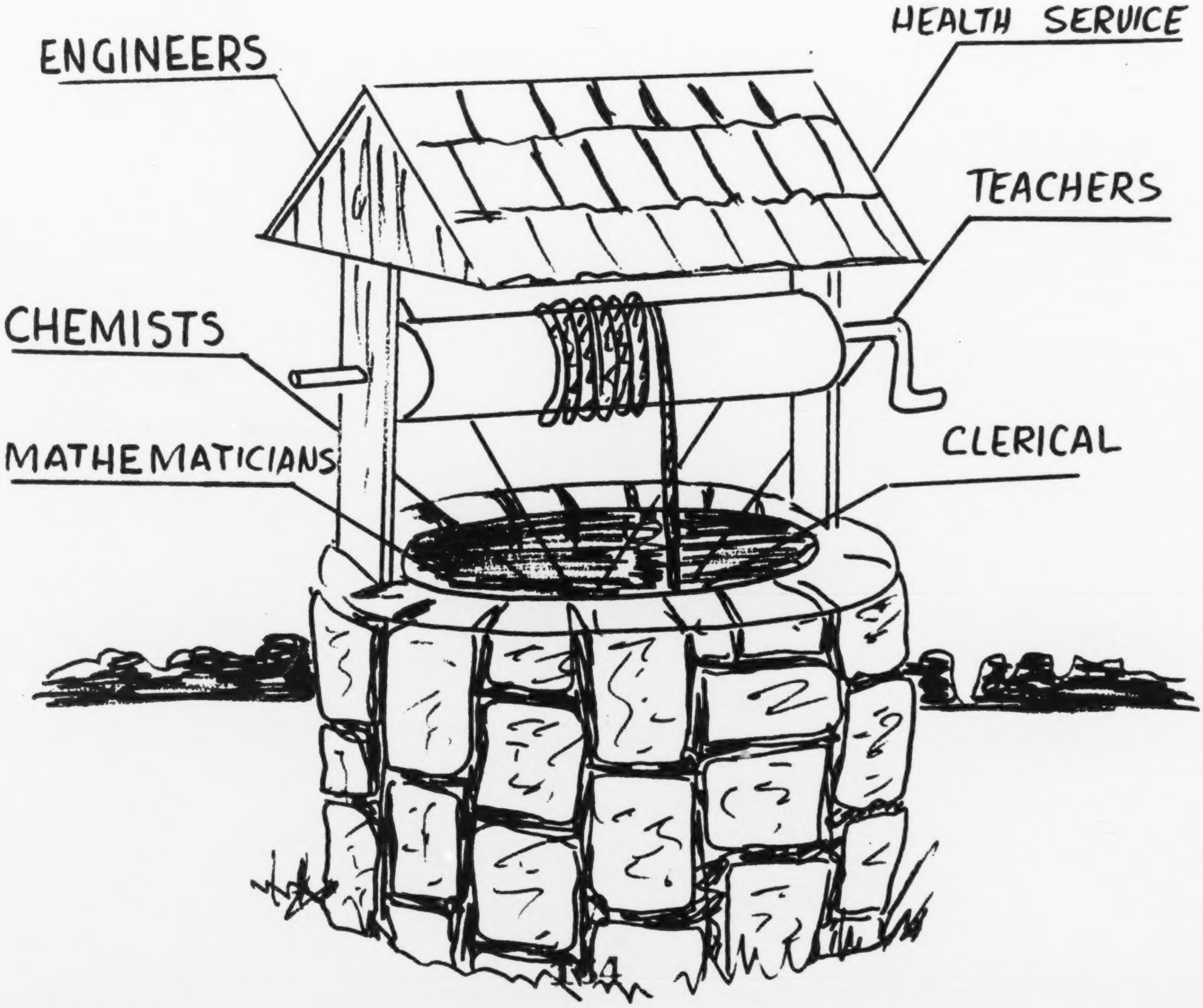
C. Factors To Consider

1. Local opportunities by categories: (Local Employment Security Office and by student survey)
    - a. Number employed
    - b. Where employed
    - c. Trends and outlook
2. State opportunities by categories: (Available from Employment Security Division offices)
    - a. Number employed
    - b. Where employed
    - c. Trends and outlook
3. National opportunities by categories: (As classified by D.O.T.)
    - a. Number employed
    - b. Where employed
    - c. Trends and outlook

D. References

1. Occupational Outlook Quarterly, available from: Bureau of Labor Statistics, 411 North Akard Street, Dallas, Texas 75201.
2. Free Occupational Outlook Publications, furnished free to those on the mailing list for the Occupational Outlook Quarterly.
3. Looking Ahead To A Career, slides, available from: Bureau of Labor Statistics, 411 North Akard Street, Dallas, Texas 75201.
4. Preparing for the Jobs of the 70's, two full color filmstrips and two cassettes, available from: Guidance Associates, Pleasantville, N. Y. 10570.
5. Arkansas Employment and Wages by Industry and County, available upon request from your local Employment Security Office.
6. Arkansas Annual Manpower Planning Report, available upon request from your local Employment Security Office or Research and Statistics Section, Employment Security Division, P.O. Box 2981, Little Rock, Arkansas 72203.

STUDYING OPPORTUNITIES IN A CATEGORY


ENGINEERS
HEALTH SERVICE
TEACHERS
CHEMISTS
MATHEMATICIANS
CLERICAL

STUDENTS' SECTION - UNIT 20

A. Student Behavioral Objectives

Upon completion of this unit, the student on an examination will be able to:

1. List 7 of the 9 major career categories outlined in the Dictionary of Occupational Titles. (D.O.T.)
2. Write at least 2 occupations for each of the catefories from the D.O.T.
3. Write a paragraph which in the judgment of the teacher shows an understanding of the cluster concept of job categories at the local, state, and national level.
4. Write a paragraph which demonstrates a knowledge of educational requirements for entry into at least 7 of the 9 major categories.
5. List at least 3 local jobs which correspond to 3 major career categories as outlined in this unit.

B. Pretest

The pretest is not considered an essential part of this unit of study.

C. Body

The Occupational Outlook Handbook reports on job requirements and employment prospects through the 1970's for more than 700 different occupations and 30 major industries.

Attached is a summary of anticipated annual job openings for selected occupations during the current decade.

You will want to refer often to the Occupational Outlook Handbook for more information about specific jobs.

You will note that the information which follows does not cover all the nine categories of the D.O.T. which are: 1) professional, technical, and managerial; 2) clerical and sales; 3) service occupations; 4) farming, fisheries, forestry, and related; 5) processing; 6) machine trades; 7) bench work; 8) structural work; and 9 miscellaneous. You will want to utilize other sources of information to complete your work in this unit.

PROFESSIONAL AND MANAGERIAL OCCUPATIONS

Scientific and Technical Occupations

Engineers--1968 Employment, 1.1 million; Annual Openings, 53,000.[1/] Very good employment opportunities through the 1970's in this, the largest field of professional employment for men. Especially strong demand for graduates who can apply engineering principles to the medical, biological, and other sciences and who have training in the latest engineering principles and techniques.

Chemists--1968 Employment, 130,000; Annual Openings, 8,800. Very good employment prospects, especially for those with advanced degrees to teach and do research. Very rapid growth in demand stemming from an increase in research and development work and rising demand for plastics, manmade fibers, drugs, fertilizers, high energy nuclear fuels, and other products of industries employing large numbers of chemists. Despite rise in number of chemistry graduates, demand probably will exceed supply.

Physicists--1968 Employment, 45,000; Annual Openings, 3,200. Favorable opportunities, especially for those having advanced degrees. Strong demand in teaching and research.

Lite Scientists--1968 Employment, 170,000; Annual Openings, 9,900. Graduate degree holders will have very good opportunities, particularly in research related to medicine and environmental quality control. Bachelor's degree holders may be limited to positions as research assistants or technicians because the number of graduates is expected to increase very rapidly.

Mathematicians--1968 Employment, 65,000; Annual Openings, 4,600. Very rapidly growing field. Favorable opportunities, especially for graduate degree holders for teaching and research positions. The number of bachelor's degree holders will probably expand even more rapidly than jobs, so competition may intensify for entry positions.

Environmental Scientists--1968 Employment, 38,000 (geologists, 22,800; geophysicists, 6,800; meteorologists, 4,000; oceanographers, 5,200); Annual Openings, 1,800. Favorable opportunities, especially for advanced degree holders for research work. Oceanography will expand very rapidly.

1/ Annual Openings for all occupations includes jobs resulting from growth and deaths and retirements. Transfers to other fields of work are not reflected except where noted in the discussion of elementary and secondary school teachers.

Engineering and Science Technicians--1968 Employment, 620,000; Annual Openings, 31,000. Very good opportunities. Demand will be strongest for graduates of junior colleges and other schools providing post-secondary technician training programs. Industrial expansion and complexity of production and manufacturing processes in increasing demand.

Health Service Occupations

Physicians--1968 Employment, 295,000; Annual Openings, 20,000. Excellent opportunities. Limited capacity of medical schools will continue to restrict supply as demand increases steadily.

Dentists--1968 Employment, 100,000; Annual Openings, 4,900. Very good opportunities. Limited capacity of dental schools will continue to restrict employment growth.

Dental Hygienists--1968 Employment, 16,000; Annual Openings, 2,400. Very good outlook through the 1970's. Despite an anticipated rise in the number of graduates from schools of dental hygiene, the demand for hygienists is expected to be greater than the number of trained workers available for employment. Favorable outlook for part-time work.

Medical Laboratory Workers--1968 Employment, 100,000; Annual Openings, 12,800. Excellent employment opportunities through the 1970's. Demand will increase for laboratory services, as physicians increasingly depend upon laboratory tests for routine physical checkups as well as for the diagnosis and treatment of disease.

Registered Nurses--1968 Employment, 660,000; Annual Openings, 65,000. Very favorable opportunities as demand for nursing care continues to rise steadily. Excellent outlook for those with graduate education who qualify for positions in administration, teaching, public health, and research.

Radiologic Technologists--1968 Employment, 75,000; Annual Openings, 7,300. Very good prospects for part-time as well as full-time employment. Very rapid employment growth anticipated as the use of x-ray equipment expands in the diagnosis and treatment of disease.

Other Professional Occupations

Accountants--1968 Employment, 500,000; Annual Openings, 33,000. Excellent opportunities. Strongest demand for those with 4 years of college training. Employment will expand rapidly as accounting information is used more in business management, as businesses grow in size and complexity, and as accounting services are used more by small businesses.

Counselors--1968 Employment, 71,300; Annual Openings, 5,550 (school, vocational, and employment counselors). Excellent opportunities. A very rapid increase in requirements is expected, reflecting the continued strengthening of counseling services. Supply is very likely to continue to lag behind demand.

Elementary and Secondary School Teachers--1968 Employment, 2.2 million; Openings for growth and to replace those who die, retire, or transfer to other fields of work will average about 200,000 a year through the 1970's. If past trends continue in the study and work patterns of college students, the number of qualified elementary and secondary school teachers may significantly exceed the demand. As a result, young people seeking their first teaching assignment may find schools placing great emphasis on their academic work; some will have to find employment outside of teaching.

Programers--1968 Employment, 175,000; Annual Openings, 23,000. Very rapid increase in employment. The number of computer installations will rise as computers are put to new uses.

Social Scientists--1968 Employment: anthropologists, 3,000; economists, 31,000; geographers, 3,900; historians, 14,000; political scientists, 11,400; sociologists, 10,000. Favorable opportunities for those having a Ph.D. degree. In some fields bachelor's degree holders may have limited opportunities. Rising employment in all fields, in large part due to need for teachers as college enrollments rise.

Social Workers--1968 Employment, 160,000; Annual Openings, 16,700. Excellent opportunities, especially for those having master's degrees. Many part-time jobs for qualified and experienced women. Despite a rapid increase in the number of degrees awarded, the demand for social workers should continue to outpace supply.

Systems Analysts--1968 Employment, 150,000; Annual Openings, 27,000. Excellent opportunities in this very rapidly growing field as the application of computers expands to more and more fields of work.

CLERICAL OCCUPATIONS

Bank Tellers--1968 Employment, 230,000; Annual Openings, 20,000. Very rapid employment increase as banks continue to expand services to the growing urban population. Increasing need for part-time tellers to serve peak banking hours.

Bookkeeping Workers--1968 Employment, 1,200,000; Annual Openings, 78,000. Moderate employment increase. Demand is expected to outpace laborsaving impact of office machines.

Cashiers--1968 Employment, 730,000; Annual Openings, 69,000. Very rapid employment increase expected through the 1970's. Numerous opportunities for part-time work.

Electronic Computer Operating Personnel--1968 Employment, 175,000; Annual Openings, 20,400. Employment of computer and auxiliary equipment operators is expected to increase very rapidly as computers are adapted to new uses.

Receptionists--1968 Employment, 240,000; Annual Openings, 30,000. Rapid increase in employment. Nevertheless, keen competition for young people because many older and experienced workers also seek this type of work. Unlikely to be affected by office automation because work is of a person-to-person nature.

Secretaries and Stenographers--1968 Employment, 2,650,000; Annual Openings, 237,000. Very good opportunities. Rapid growth is expected despite increasing use of dictating, duplicating, and other office machines.

Typists--1968 Employment, 700,000; Annual Openings, 63,000. Very good opportunities. Demand will be strongest for those able to do difficult work and for those who can combine typing with other office work.

SALES OCCUPATIONS

Manufacturers' Salesmen--1968 Employment, 500,000; Annual Openings, 32,000. Very good opportunities, especially for those who are trained to sell technical products.

Retail Trade Salesworkers--1968 Employment, 2,800,000; Annual Openings, 150,000. Moderate increase in employment. Many opportunities for part-time work.

Wholesale Trade Salesworkers--1968 Employment, 530,000; Annual Openings, 25,200. Good opportunities for employment through the 1970's. Demand will be stimulated by an increase in business and specialized services offered by wholesale houses.

SERVICE OCCUPATIONS

Building Custodians--1968 Employment, 1,100,000; Annual Openings, 80,000. Very favorable opportunities despite expected improvements in cleaning maintenance technology that will reduce the amount of time needed to perform tasks. Employment of custodians will increase moderately as an increasing number of apartments, hospitals, offices, recreational centers, and other buildings are constructed that require their services.

Cooks and Chefs--1968 Employment, 670,000; Annual Openings, 48,000. Excellent opportunities through the 1970's. Small establishments will offer most job opportunities for beginners.

Cosmetologists--1968 Employment, 475,000; Annual Openings, 38,000. Very good opportunities. Employment will rise rapidly because of the more frequent use of beauty salons resulting from population growth, rise in income levels, and the increased number of women taking jobs outside the home.

Licensed Practical Nurses--1968 Employment, 320,000; Annual Openings, 48,000. Employment opportunities will increase rapidly as they are utilized to a greater extent to provide nursing services.

Hospital Attendants--1968 Employment, 800,000; Annual Openings, 100,000. Very rapid rise in employment expected through the 1970's. Most openings will be in hospitals, but many will be in nursing and convalescent homes and other long-term care facilities.

Police Officers (municipal)--1968 Employment, 285,000; Annual Openings, 15,000. Very good opportunities. Cities will continue to increase the size of their police forces to meet the needs of a growing population.

CRAFTSMEN

Carpenters--1968 Employment, 869,000; Annual Openings, 39,300. Moderate employment increase through the 1970's resulting from a large rise in construction activity, but growth will be limited by technological developments.

Plumbers and Pipefitters--1968 Employment, 330,000; Annual Openings 19,500. Rapid increase in employment through the 1970's as plumbing and heating work becomes more important in rising construction activity. Maintenance repair and modernization of existing plumbing and heating systems also will create many openings.

Appliance Servicemen--1968 Employment, 205,000; Annual Openings, 8,600. Moderate increase in employment. The number of household appliances in use will grow rapidly but appliances that are more durable and easier to repair will limit employment growth.

Automobile Mechanics--1968 Employment, 615,000; Annual Openings, 20,000. Moderate increase in employment related to an increasing number of automobiles and new features such as air-conditioning, power steering, power brakes, and devices that reduce exhaust fumes. Greater shop efficiency, however, will limit growth.

Business Machine Servicemen--1968 Employment, 115,000; Annual Openings, 8,500. Very favorable job opportunities especially for those who have good mechanical ability and knowledge of electricity and electronics.

Foremen--1968 Employment, 1,444,000; Annual Openings, 69,000. Moderate increase in employment. Rapid growth for construction foremen and for those in other nonmanufacturing industries.

OPERATIVES

Local Truckdrivers--1968 Employment, 1,200,000; Annual Openings, 37,000. Moderate increase in employment expected because of an anticipated increase in the volume of freight as business activity rises.

Over-the-road Truckdrivers--1968 Employment, 64,000; Annual Openings, 21,600. Moderate employment increase resulting from substantial growth in intercity freight as commercial and industrial activity increases and industry continues to decentralize.

Assemblers--1968 Employment, 785,000; Annual Openings, 26,000. Slow increase in employment as technological developments hold down growth. Many replacements will be needed, however.

Gasoline Service Station Attendants--1968 Employment, 4000,000; Annual Openings, 10,900. Moderate increase in employment resulting from growing consumption of gasoline and other service station products.

Welders and Oxygen Arc Cutters--1968 Employment, 480,000; Annual Openings, 23,000. Rapid increase in employment as a result of the favorable long-run outlook for the metalworking industries and the wider use of the welding processes.

D. Review
   1. What are local opportunities for future employment?
   2. What is the statewide outlook for future employment opportunities?
   3. What major job changes are likely to occur in the category?
   4. Which jobs in the category appear to have the most opportunity for employment?
   5. Which jobs in the category appear to be "dead-end" types?
   6. Why do job opportunities change?
   7. What is the cluster concept of job classification?

UNIT 21. EXPLORING EACH OF THE NINE CATEGORIES LISTED IN THE D.O.T.

PURPOSE OF UNIT: Students should select one or more occupations in each category for which they have high interest and the necessary aptitude. The students should record their findings in considerable detail and save their notes for later reference. A wide variety of learning activities should be used in this phase of the orientation course. A procedure for exploring and studying an occupation is provided in this unit. Students should be open-minded in exploring occupations and obtain the information that will be needed to make a tentative decision in Chapter IV.

TEACHER SECTION

A. Teacher Objectives
1. To help students select occupations for further study and exploration.
2. To provide students conceptual framework of the important factors to be considered about each occupation in the nine categories.
3. To provide a variety of opportunities and experiences for students to become familiar with each occupation selected. This is an EXTREMELY IMPORTANT phase of the orientation program.
4. To provide a hands-on experience for students to work with tools, materials, equipment, or other work processes common to the occupation being explored.

B. Suggested Teaching Activities

The teacher should consider the following steps in selecting the occupations to be explored.
1. To take advantage of natural motivation, each student should explore the occupation in which he has most interest. When exploring occupations, students should have an opportunity to obtain as many hands-on type experiences as possible: laboratory, simulations, field trips, or actual job experience.
2. Considering the desires of the majority of the students, rank the categories from the highest rate of interest to the lowest. Three of the nine categories contain occupations directly related to shop work and mechanics. Ten days each or a total of thirty days could be spent in various shop areas to explore occupations in these categories.
3. Take the highest ranked category and considering the desires of the majority of the students, rank about ten occupations within the category according to the degree of student interest. Review occupations of highest interest first. Occupations in each category to be explored can be selected in a similar manner until occupations in all nine categories have been selected.
4. Provide each student 9 copies of the forms for investigating the 9 categories of the D.O.T. Of course, you may want to change the questions as you see fit. (Students will need this

information in Chapter IV.

5. Girls may perform shop exercises related to occupations commonly done by women and boys may perform occupations in home economics, office education, and health commonly performed by men.
6. When all nine categories have been explored, complete Chapter IV. Students should keep the records used to arrive at a tentative career choice and an alternate choice for later use in the course.

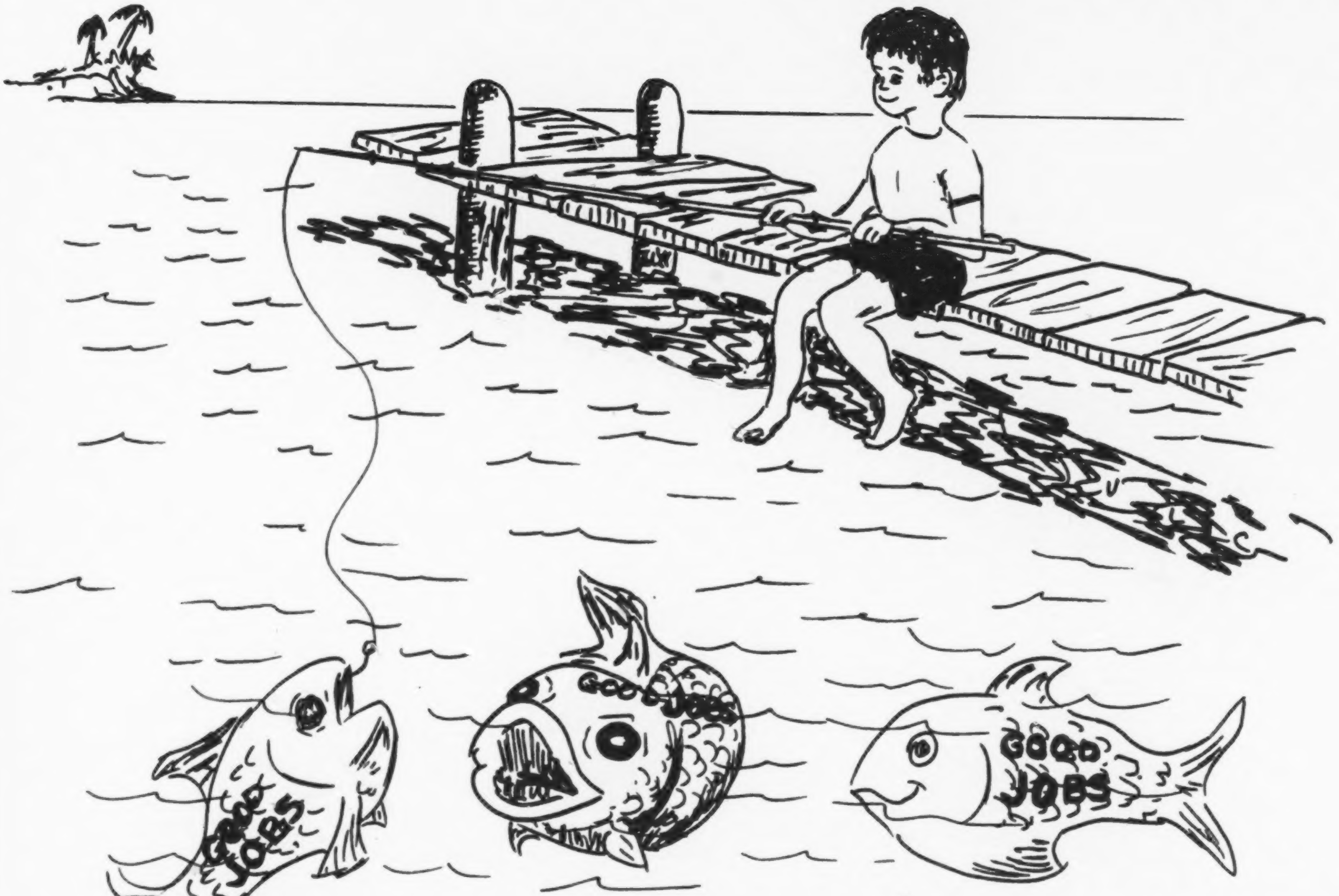
C. Factors to Consider

1. Selecting occupations to study
    - a. Interest
    - b. Aptitude
    - c. Achievements
    - d. Experience
    - e. Opportunities
2. Factors to consider about each occupation
    - a. Title and description
    - b. Outlook for employment--location
    - c. Nature of the work--duties and responsibilities
    - d. Personal qualifications required
    - e. Education or training needed
    - f. Tools and equipment needed
    - g. Working conditions
    - h. Legal requirements
    - i. Methods of entrance
    - j. Economic return and benefits
    - k. Advantages and disadvantages
    - l. Advancement
    - m. Education for dependents
    - n. Job satisfaction
    - o. Job accomplishments
    - p. Self and family satisfaction
    - q. Available housing and living conditions (should be considered when one is actually selecting a job)
    - r. Facilities available for leisure time activities (above note applies)
3. Why it is important to explore several occupations before making a tentative choice for further study.

D. References

1. Occupational Outlook Handbook, U.S. Department of Labor, Washington D.C.
2. Occupational Briefs, from Commercial Kits by SRA, 259 Erie Street, Chicago, Illinois.
3. Encyclopedia of Careers and Vocational Guidance, Doubleday and Company, Garden City, New York.
4. Dictionary of Occupational Titles, U.S. Department of Labor, Washington, D.C.
5. Employment and Wages by Industry and County, ESD, Little Rock, Arkansas.
6. Annual Manpower Planning Report, Arkansas ESD, Little Rock, Arkansas.

DID I CATCH THE RIGHT CATEGORY • • • • • • • FOR ME?


GOOD JOBS
GOOD JOBS
GOOD JOBS

STUDENTS' SECTION - UNIT 21

A. Student Behavioral Objectives

Upon completion of this unit, the student will be able to:

1. Complete, to the satisfaction of the teacher, the Form for Investigating Nine Categories on each of the nine categories as outlined in the D.O.T.
2. List at least four basic factors to consider when investigating a category, according to the material in this unit.
3. List at least four basic factors about individuals that employers consider before hiring employees, according to the material in this unit.
4. Answer correctly at least 80% of the questions on a teacher-prepared test concerning the material in this unit.

B. Pretest

The pretest is not considered essential to this unit.

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C. Body

Student's Name_______________________

Name of the Category_________________

FORM FOR INVESTIGATING NINE CATEGORIES OF THE WORLD OF WORK

1. Name of the occupation____________________________________

2. Job title____________________________________

3. Exactly what does the worker do?____________________________________

4. What tools or equipment does he use?____________________________________

5. Does job require: High school education?________ College______________
Technical School______________Other?____________

6. What qualifications, other than educational, are necessary?
Physical____________________________________
Mental____________________________________
Aptitude or personality____________________________________

7. What are the working conditions and hours?____________________________________

8. In what kind of business is this job found?____________________________________

9. In what geographic location is this job found?____________________________________

10. What are the opportunities for advancement?____________________________________

11. List as many related jobs as you can.____________________________________
____

12. What interests of yours would this job satisfy?____________________________________
____

13. What abilities of yours is this job related to?____________________________________
____

14. Will this job require more or less employees in the future?__________
____

15. What equipment will I be required to purchase?____________________________________

CATEGORY RATING CHART FOR ______________________
(Job Title)

Ability to be Rated	Occupational Requirements	Our Level of Ability	Comparison (+ or -)
1. Mental Ability			
Abstract reasoning	______	______	______
Numerical ability	______	______	______
Verbal Ability	______	______	______
Visualization	______	______	______
Mechanical knowledge	______	______	______
2. Personal Qualifications			
Dependability	______	______	______
Ability to work alone	______	______	______
Good grooming	______	______	______
Tact and diplomacy	______	______	______
Industriousness	______	______	______
Self-confidence	______	______	______
3. Physical Requirements			
General good health	______	______	______
Vision	______	______	______
Hand-eye coordination	______	______	______
4. Special Talents			
Artistic	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______

D. Review
   1. Have you obtained complete information for each factor provided on the guide for studying and exploring an occupation?
   2. Are there other factors about the occupation that you would like to explore further?
   3. Do you feel ready to assess yourself in relationship to the occupation and make a tentative decision?

CHAPTER IV

THE DECISION-MAKING PROCESS

PURPOSE OF CHAPTER: This chapter provides a method for organizing the information obtained in Chapter III so as to help students arrive at decisions about the occupations studied and explored. Emphasis should be placed on the procedure rather than on the decision, although it is important that students give serious and sincere thought to their decisions about occupations. This chapter of study is divided into Units 22, 23, and 24. Each unit will deal with a step in selecting the most favorable occupation in the world of work and the student upon completion of these units of study should select an occupation and an alternate occupation that is favorable for a career choice. It should be noted that the procedure presented for decision-making is scientific: (1) state the problem, (2) collect relevant data, (3) analyze and consider alternatives, (4) select best alternative, (5) try out selection, and (6) evaluate it.

UNIT 22. SELECTING ONE D O T CATEGORY AND EXAMINING ITS FAVORABLE OR UNFAVORABLE ASPECTS

PURPOSE OF UNIT: This unit provides a system for reviewing all the information obtained in Chapter III, Unit 21, about occupations. An attempt will be made to arrive at a favorable or unfavorable decision about that occupation as a career choice. The decision made about the category studied should be kept and compared later with decisions made about other occupations studied and explored within the same or other categories.

TEACHERS' SECTION

A. Teacher Objectives
  1. To provide each student with some direction in exploring the possibilities in the world of work in light of his or her own personal needs, aptitudes, and preferences.
  2. To stress the desirability of developing alternate plans.

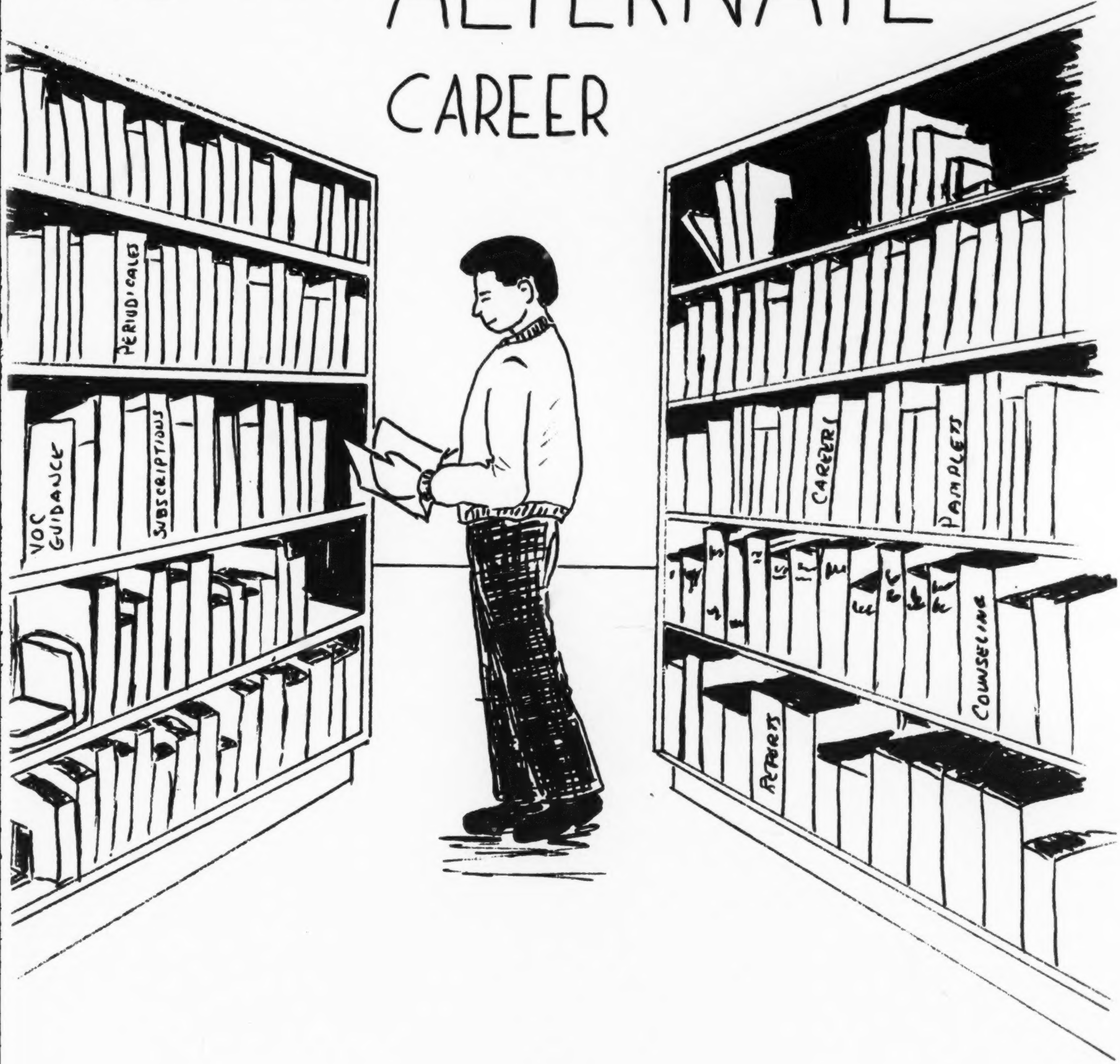
B. Suggested Teaching Activities:
  1. Have each student record the information on the form, Guide for a Systematic Study, then place a plus (+) sign by each factor that favors the occupation as a choice and a minus (-) sign by each factor that lessens the occupation as a choice, and an X by those factors that cannot be developed or controlled and that will disqualify the student for employment in the occupation. Choose an occupation from one of the nine categories in Chapter III that you feel suits you best. Students may want to use the Occupational Rating Form for further consideration of this occupation.
  2. The report of the decision and occupational information should be kept for use later in this chapter.
  3. Students should have private interviews with the guidance counselor, orientation teacher, and/or an Employment Security Division counselor.

C. Factors to Consider:
  1. Title and description
  2. Outlook for lifetime employment and advancement
  3. Nature of the work - duties and responsibilities
  4. Personal qualifications required
  5. Education or training needed
  6. Tools and/or equipment needed and their cost
  7. Working conditions
  8. Legal requirements
  9. Methods of entrance
  10. Economic return and benefits
  11. Advantages and disadvantages
  12. Parental expectations
  13. Student values and expectations
  14. Personal preference
  15. Social and religious aspects

D. References

1. Decision Making, Eugene H. Wilson, Distributed by Arkansas Exemplary Project
2. Choosing Your Occupation, Bureau of Employment Security, Little Rock, Arkansas
3. Job Guide for Young Workers, Government Printing Office, Washington, D. C.
4. Finding Your Orbit, Chronicle Guidance Publications, Moravia, New York
5. Films available from State Department of Education Film Library, Little Rock, Arkansas 72201: "Your Job - Getting Ahead", "Where the Action Is", and "You and Your Work".

MAKING A DECISION ABOUT AN OCCUPATION AND SELECTING AN ALTERNATE CAREER


PERIODICALES
VOC GUIDANCE
SUBSCRIPTIONS
CAREERS
PAMPLETS
COUNSELING
REPORTS

STUDENT'S SECTION - UNIT 22

A. Student Behavioral Objectives

Upon completion of the unit, the student will be able to:

1. Write a paragraph which shows in the judgment of the teacher an adequate listing of favorable and unfavorable factors about an occupation.
2. Accurately select job characteristics which are desirable for one individual but undesirable for another.
3. From a written list, analyze desirable and undesirable job characteristics and select with 80% accuracy the best alternative plan when the student's primary plan is thwarted or blocked.

B. Pretest

The pretest is not essential to this unit.

C. Body

Were you a junior high boy or girl in Japan, you would consider raw fish as something very good to eat. Were you a junior high boy or girl in India you probably would not eat hamburger. What does all of this have to do with making a decision about a job? It is a way of saying that we have developed a set of beliefs about jobs and about ability. Because my brother can hit a home-run or because my sister can make a dress means they have skill, but it doesn't mean that I have the same skill. I don't know whether you will ever learn to like raw fish, or whether you will never eat another hamburger - I imagine it will depend on what you want to do. We call that your motivation.

There are two things then that affect your decisions. One, where you grew up, and the other is (2), your motivation. However, we are limited in what we can do. No matter how much we may want to do some things (how strong our motivation)we will never do them. Not everyone will ride in an Apollo spaceship. Some of us would not have the knowledge of arithmetic in order to operate the equipment. Some of us would not be selected because of our physical health -- strong bodies and excellent eyesight are required of astronauts. Others might not desire the hours of college training or the many other training requirements. I think you see what I want to say - that some jobs are not open to us and never will be. We know that a secretary is expected to be able to type. This is a skill. The decision to develop this skill (take a course in typewriting) is ours to make - or is it? We must be able to read; we must be able to use our fingers before we can decide to learn to type.

We decide to eat when we are hungry because something inside us tells us we are hungry. We put on a coat when we are cold. What then do we use to decide upon a future job? We have said many times that our interests play a part, and of course our ability to do the job must be considered. Now let us go a step farther. Let's look at the things inside us that tell us we are hungry or cold - how we feel - and let's look at other things like how much pay we may expect from the work. We may want to examine the advantages and disadvantages, the opportunities for advancement, what education or other training is required, whether the work is highly repetitive or varied, whether it is manual (work with your back) or mental (work with your brain.)

You may begin your exploring by completing the "Guide for Systematic Study of an Occupation and then using the Occupational Rating Scale Form. You may want to go to the Occupational Outlook Handbook and the Dictionary of Occupational Titles (DOT) for more information. You should have made a choice of one of the DOT categories based on your decision-making ability by the end of this unit.

D. Review
1. Have you considered each important factor about the occupation?
2. Did you find any factors that would disqualify you for this occupation? (Factors such as health requirements, age, size, education, etc.) Which of these disqualifying factors can you overcome?
3. Each student will no doubt want to use this guide for collecting occupational information in reviewing the favorable and unfavorable aspects of the occupation.

GUIDE FOR COLLECTING OCCUPATIONAL INFORMATION

Instructions for Using the Guide: *This guide is designed to record information and the source of it while exploring an occupation. In the last column the student can evaluate the information according to whether he or she was impressed favorably or unfavorably about the various characteristics of the occupation. Remarks may be written or a code may be used (such as F.____to indicate favorable or UN.F.____to indicate unfavorable).

I. CLASSIFICATION OF JOB:

A. Name of Category______________________________
B. Name of Occupation or Cluster______________________
C. Name of Specific Job___________________________

II. OCCUPATIONAL INFORMATION:

*KIND OF INFORMATION	* Source of Information	*Evaluation of Information
1. Job Description: (Duties and responsibilities; type of work)		
A.		
B.		
C.		
D.		
E.		
2. Job Requirements:		
A. Education Required		
1. Skills needed		
a.		
b.		
c.		
2. High school courses needed		
a.		
b.		
c.		
3. Where training can be obtained		
a.		
b.		
c.		

* KIND OF INFORMATION	*SOURCE OF INFORMATION	*EVALUATION OF INFORMATION
3. Where training can be obtained		
a.		
b.		
c.		
B. Personal Requirements		
1. Personality____________________		
2. Physical______________________		
3. Grooming and dress_____________		
4. Aptitude______________________		
5. Attitude______________________		
C. Legal Requirements		
1. Age required__________________		
2. Specific labor law (if any to be observed)______________________		
D. Equipment, Tools, Facility, Machines Required = Who Furnishes Them?		
1. Is special equipment needed?		
2. Is special clothing needed?		
3. Job Opportunities		
A. Outlook		
1. Employment opportunity		
2. Trends to encourage expansion of occupation		
3. Trends to discourage expansion of occupation		
4. Job is dead-end, seasonal, other.		
B. Location of Job		
1. Local______________		
2. State______________		
3. National___________		
4. Abroad_____________		
C. Economic Return		
1. Salary___________		
2. Fringe benefits_______________, _______________,_______________.		
3. Other________________________.		

* KIND OF INFORMATION	* SOURCE OF INFORMATION	EVALUATION OF INFORMATION
D. Chance for Advancement		
1. List different levels of rank __________, __________, __________		
2. List factors that determine promotion __________, __________, __________		
E. Opportunity to Work in Related Occupations - List related occupations. __________ __________, __________, __________		
F. Opportunity to provide a service to people and the community.		
1. Type of service to people__________		
2. Type of service to community__________		
4. Job Working Conditions		
A. Describe the environment of the working conditions such as: outside__________, inside__________, cold__________, hot__________, wet__________, dry__________.		
B. Describe possible living conditions - such as live in city, country, a house trailer, a motel; recreational opportunities such as fishing, hunting, skiing, etc.; available medical care, churches, schools, etc.		
C. Does this occupation present health hazards? List them, if any.__________ __________.		
5. Occupational Experience Obtained in This as a Related Occupation.		
A. Part-time work at the occupation		
1. How long have you worked?__________		
2. What skills do or did you perform?__________ __________		

UNIT 23. EXAMINING THE POSSIBILITY OF AN ALTERNATE CAREER CHOICE

PURPOSE OF UNIT: Students have examined occupations in the nine areas of the DOT in Chapter III. They selected one job in one category in Unit 22 and have looked at its favorable and unfavorable aspects.

In this unit the task is to help the student examine more carefully his selection and give serious thought to selecting an alternate course.

TEACHERS' SECTION

A. Teacher Objectives
1. To learn a systematic procedure for choosing the most favorable occupation among several within a category.
2. To develop the ability on the part of the student to evaluate all the factors that should be considered when making a decision about the work one is to pursue.
3. To further develop proper technique for making sound and wise vocational choices.

B. Suggested Teaching Activities
1. Have students fill out the Evaluating My Career Choice form.
2. Each student should review his decision about each occupation within the specific category being studied.
3. Provide each student with a form Considering an Alternate Selection and have him evaluate each factor on the form and select the occupation and the alternate that is most favorable for a career choice.
4. Each student should make a summary report listing the major factors used in making his decision. These reports should be saved for use later.
5. Use the enclosed skit with the classes. Evaluate it by answering the following questions.

   (1) Which steps is each character taking in making a decision?

   (2) Who, in your opinion, is following the best plan in deciding what course to take in high school? Why?

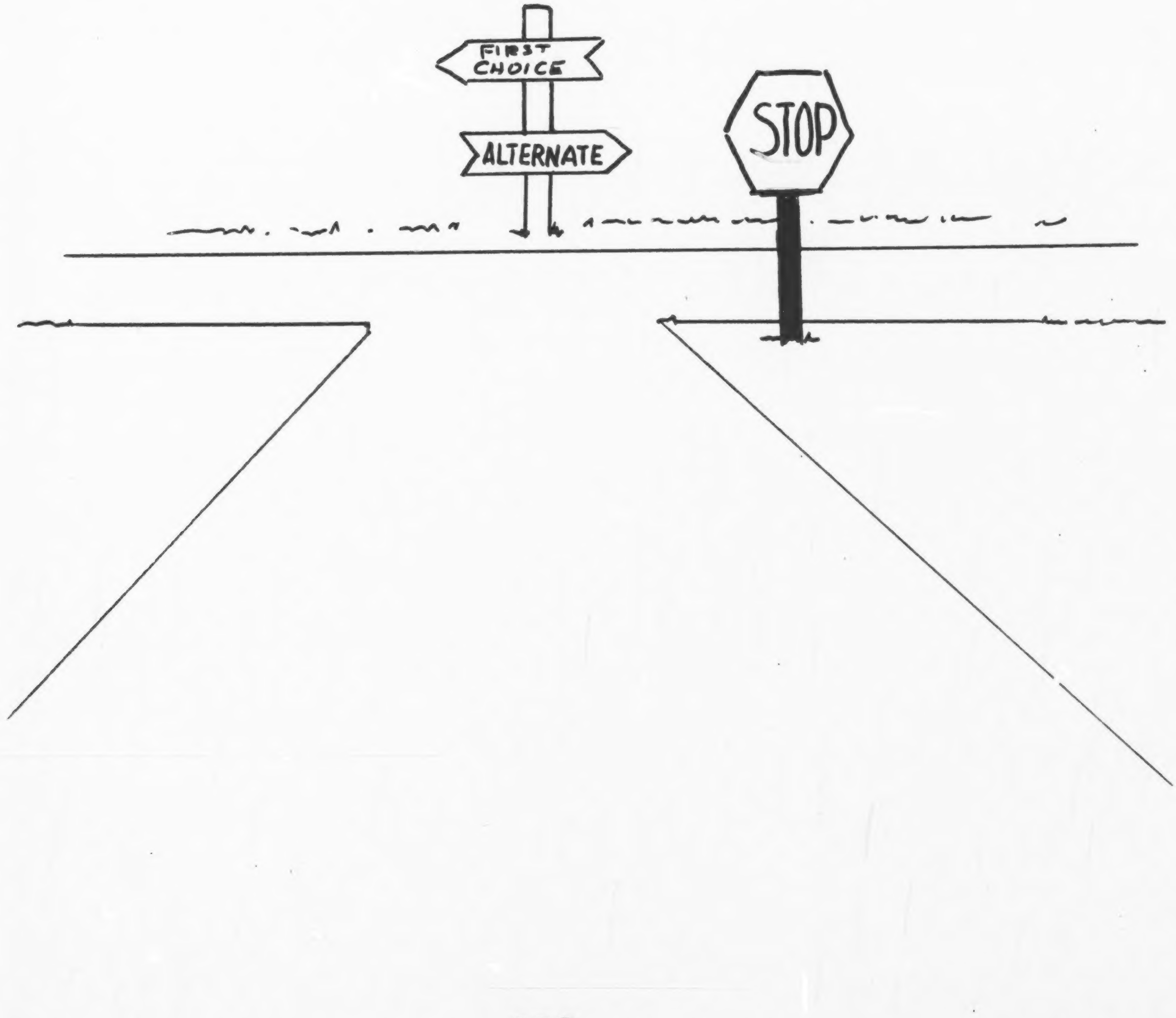
   (3) Which of the characters do you resemble most closely?

6. Allow students who wish to do so present to the class their selections and why they have selected these particular occupations.
7. Use the material listed for Pam and Jerry. Discuss good career choices for them. (See Student Section)
8. Allow students to meet in nine groups corresponding to the nine categories of the DOT. Ask students to elect a spokesman for each category to report to the class findings of the group.
9. Discuss the importance of alternate job choices in other categories or within the same category.

C. Factors to Consider
  1. Family status
  2. Personal satisfaction
  3. Occupational hazards
  4. Salary
  5. Educational requirements
  6. Future outlook
  7. Time required on job
  8. Opportunities for advancement
  9. Fringe benefits
  10. Initial investment
  11. Location of job
  12. Physical and mental capabilities
  13. Environmental factors

D. References
  1. Know Yourself, Dr. Arnold Ganley and Dr. George Elias, Webster Division, McGraw-Hill Book Co., U.S.A., 1966
  2. Guidelines for Successful and Effective Living, Verl Teeter, Pine Hill Press, Freeman, South Dakota
  3. Arkansas Exemplary Project, Richard Weathers and Lavern Penn, Dept. of Vocational Education, University of Arkansas, Fayetteville, Arkansas
  4. Choosing Your Occupation, U.S. Government Printing Office, Washington, D.C., Price $0.15
  5. Hands to Build America, Arkansas Home Builders Association, Little Rock, Arkansas 72202 Return Postage
  6. Choosing Your Occupation, State Department of Education Free
  7. Finding the Right Job, State Department of Education Free
  8. Finding Your Life Work, State Department of Education Free
  9. Overhead Transparency, Masters, Home Economics series The Decision-Making Process, Catalog No. 15-3525-1, D. A. Sparks, 810 South Greenwood, Fort Smith, Arkansas 72901

ALTERNATE CAREER CHOICE


FIRST CHOICE
ALTERNATE
STOP

STUDENTS' SECTION - UNIT 23

A. Student Behavioral Objectives

Upon completion of this unit, the student on a written exam will be able to:

1. Write three reasons why the process of decision-making is important according to the information in this unit.
2. Be able to list four out of six of the steps of decision-making.
3. Be able to write one reason why, in the judgment of the teacher, each of the three statements below are important in decision-making.
   a. What I have learned in the past which will help me now.
   b. My present abilities.
   c. What will probably result from the possible choices I make.
4. Be able to list three positive and three negative aspects of at least three occupations according to the information collected thus far.

B. Rather than using a Pretest it is suggested that students examine carefully the case of Pam and Jerry and discuss possible appropriate vocational choices for them.

C. Body

Decision Making

During the course of a lifetime everyone must at sometime select a vocation. In order to be able to do this to your satisfaction another process is necessary. This is the task of decision-making.

Decision-making is perhaps one of the most important things you learn to do as you are growing up to help prepare you for the future. Many things have to be considered as you develop a criteria for decision-making. It begins early in life and without much thought involved. It may be as simple as selecting a nickel's worth of candy.

As you grow older and you develop in many ways, you begin to learn and understand more about yourself and why you react in the way you do. Decision-making becomes more important and possibly more difficult. It is quite important that as you develop you also realize a need to be able to make a decision when you reach this decision-point.

In order to do a good job you must know why decision-making is necessary, why a knowledge of the past is desirable, why an understanding of present conditions is important, and why a consideration of future possibilities is wise.

Basic decisions tend to relate to all phases of your life. Preparing for the future and a vocation is a big step, requiring much experience in self confidence in decision-making. This knowledge about oneself is sometimes called inside knowledge, Also needed is outside knowledge. This would be facts about the school and available courses, other students, educational and occupational opportunities in the future. You, as the decider, may view the decision-making process in six steps:

1. Decision-point - the time you experience a need for a decision.
2. Exploration - a listing or weighing of negative and positive aspects as in an occupation - consider alternatives.
3. Evaluation - a judging of these aspects and alternatives.
4. Choice - choosing (as a game of checkers - very carefully move with the hand still on the checker until you are sure of your move).
5. Clarification - assurance of selection - removal of doubts.
6. Action - preparing for the occupation.

There are other points on which you must judge the effectiveness with which you have developed and are using your natural gifts. They are the soundness of the decisions and the wisdom of the plans you make. You may be a successful student in school, a faithful worker at home, and an enthusiastic member of a team or club. But you are not achieving full success if you are reluctant to assume responsibility for decision-making. All knowledge of the world will be of little value if you cannot put it to practical use. You are not giving full expression to the honesty, unselfishness, and self-control which characterize you if you do not rely on them to guide you.

In arriving at a decision in a present problem or making plans for some future action, you should ask yourself three questions. (1) What have I learned in the past which will help me now? (2) What are the present circumstances? (3) What will probably result from the possible choices which I may make? Answering these should help you find the right answer. You will never be free from the necessity of making decisions. In choosing the solution of a problem you will be guided by your interests, your aptitudes, and your preferences. Careful consideration will be given to past experience, present conditions, and future possibilities. But you must make up your mind. (Your friends will not wait long for you to decide). If you are having difficulty in coming to a decision, you are not making full and proper use of the gifts you have learned are yours. At your age your problems are not likely to be serious. Your parents still make the decisions in important matters concerning your welfare. But you will have opportunities to solve problems whether they are simple or complex. If you make the most of these opportunities now, you will learn how to meet the larger problems when they become yours to solve. Your own peace of mind and that of those around you will depend upon your ability to make up your mind.

At this level you should begin making occupational choices with alternative courses. This should be based on the same factors as other decision-making. There should be some flexibility in this.

D. Review

1. Did you get to explore as many occupations in the category as you desired?
2. Did the methods used for exploring the occupations provide enough information for you to make a wise decision?
3. Have you evaluated all factors about the occupations?
4. What fringe benefits are associated with the occupations you have chosen?
5. Would you really want to work at one of these jobs for the rest of your life?

SKIT

Situation: The students are discussing what they hope to do when they finish high school.

Cast: Barbara, Harry, Joe, Jeanette: four students in the ninth grade.

BARBARA: I was speaking to Mr. Lewis, our guidance counselor,about my high school program.

HARRY: Why so early? I'm going to worry about that when the time comes.

JOE: What did you do before you spoke with him? I mean, did you prepare for your talk?

BARBARA: Well, first I reviewed my school marks for the past three years. Then I made a list of all the things I ever wanted to be.

JEANETTE: Isn't that a lot of trouble? After all, I want to be a nurse, and that's the only thing that is important.

JOE: I don't know about that, Jeanette; after all, you must consider the subjects that the high school is offering before you decide on your program.

HARRY: That's what I mean. Look over the program - decide what you want to take - and take it.

BARBARA: But how do you know you can do the work if you ignore what you have been able to do in the past few years? And, besides, the subjects you plan to take must be chosen with a purpose in mind. They should prepare you for something.

JEANETTE: I agree with that last statement. I want to be a nurse. I'm going to study the subjects that are required by nursing schools.

HARRY: I'm going to take a general course and let the future take care of itself.

JOE: I want to find out all about the teachers before I decide.

JEANETTE: I know I'll need algebra and chemistry to become a nurse, so I'm planning on a college preparatory course.

BARBARA: That's all well and good, Jeanette. But shouldn't you consider your grades to help determine whether or not you can expect to pass a college preparatory course?

HARRY: What's the difference? If a college preparatory program sounds good to her, she should take it.

JOE: Yes, especially since it fits into her plans to be a nurse.

BARBARA: Well, before I decide, I intend to review my marks and special test results and talk over my plans with Mr. Lewis and my parents.

JOE: But the important thing is what subjects are available - and what you want to become.

HARRY: The shop teacher is a pretty good fellow, so I'm going to take shop. The math teacher is tough so I'm going to keep away from math.

JEANETTE: But Harry, you should consider what you are going to do in the future.

HARRY: What's the difference?

BARBARA: Well, for one thing, when you become a senior you may find that your program was one which has prepared you for nothing in particular.

JOE: Well, there's the bell. Let's go to class.

Pam

Pam's best friend, Diane, is making Pam's registration for tenth grade difficult. These girls have been very close ever since they entered school. In elementary school they had the same teachers and when they entered junior high they were placed in the same seventh grade dividion at the recommendation of their sixth grade teacher. She thought they were "good for each other."

Pam is a quiet, shy girl whose looks are just so-so. In a crowd she would never be noticed. But she is a bright girl who does very good work in the classroom and on her tests. She hates to get up in front of the class because she lacks confidence. On the other hand Diane is a pretty, popular and outgoing type who could have her choice of "best" friends, but she sticks to Pam. Diane has trouble in understanding her math and science, but Pam helps her everyday because they do their homework together and the telephone gets lots of "wear and tear." Pam was recommended for Illinois math by her seventh grade math teacher but decided not to take it because she knew Diane was not eligible.

Now at the second marking period of the ninth grade, Pam's grades are all A's and B's. In spite of the help she receives, Diane is struggling hard to keep a C to D average. The two girls have discussed registration for Newton High School. Diane knows she cannot possibly do the work demanded of the courses in Curriculum I. The quality of Pam's work indicates that she has the ability to succeed in Curriculum I courses. Both girls have talked about wanting to stay together in high school.

Diane is trying to talk Pam into selecting Curriculum II courses. Pam enjoys using her mind and is also getting pressure from her parents to prepare herself for a liberal arts college. On the other hand her loyalty to Diane and the fact that she will be lost socially without Diane, causes Pam to hesitate in her decision.

INFORMATION SYSTEM FOR VOCATIONAL DECISIONS
Harvard University
220 Alewife Brook Parkway
Cambridge, Massachusetts 02138

SOME PERSONAL FACTS

Name: Pam **Division:** ____________

These data were obtained from your official records. You can use these facts to help you in this decision-making unit. If you find any mistakes on this sheet, please let your teacher know.

School Marks:	7th Grade (year average)	8th Grade (year average)	9th Grade (marking periods)
English	B	C	B
Social Studies	C	C	B
Science	C	C	B-
Mathematics	A	B	B (algebra)
French	S	fair	B+
Home Economics			
Industrial Arts			

Intelligence Test Scores:	3rd Grade		6th Grade		8th Grade	
	*lopr	**napr	lopr	napr	lopr	napr
First Quarter						X
Second Quarter					X	
Third Quarter						
Fourth Quarter						

***lopr: local percentile** ****napr: national percentile**

STEP scores: (Sequential Tests of Educational Progress) taken in 8th grade

	local percentile band	national percentile band
Reading	54-75	88-98
Mathematics	18-39	50-74

STEP scores see the appropriate sections of the decision-making booklet.

SELF-RATING SCORING SHEET

Name: Pam

Date: March, 1967

	Comparison with Others	Self Ranking
Interests:		
Outdoor	1.....25.....50.....75.....[✓ 99]	3
Mechanical	1.....[✓ 25].....50.....75.....99	
Computational	1.....25.....50.....[✓ 75].....99	
Scientific	1.....[✓ 25].....50.....75.....99	
Persuasive	1.....25.....50.....[✓ 75].....99	
Artistic	1.....25.....50.....75.....[✓ 99]	1
Literary	1.....25.....50.....75.....[✓ 99]	
Musical	1.....25.....50.....[✓ 75].....99	
Social Service	1.....25.....50.....[✓ 75].....99	
Clerical	1.....[✓ 25].....50.....75.....99	
Values:		
Theoretical	1......25.....50.....[✓ 75].....99	3
Economic	1.....[✓ 25].....50.....75.....99	
Aesthetic	1.....25.....50.....75.....[✓ 99]	1
Social	1.....25.....50.....75.....[✓ 99]	2
Political	1.....25.....50.....[✓ 75].....99	
Religious (optional)	1.....25.....50.....75.....99	
Abilities:		
Verbal Reasoning	1.....25.....50.....75.....[✓ 99]	1
Numerical Ability	1.....25.....50.....[✓ 75].....99	2
Space Relations	1.....25.....[✓ 50].....75.....99	
Mechanical Reasoning	1.....25.....[✓ 50].....75.....99	
Intelligence	1.....25.....50.....75.....[✓ 99]	

Jerry

Jerry is fourteen years old and is in the ninth grade. In getting ready to register for grade ten at Newton High School he has reviewed his record of the past two and a half years and has done some thinking about some "outside" and "inside" information.

Jerry's school marks and test scores are shown on the attached copy of "Some Personal Facts." He felt very good about the "A" in seventh grade math but now realizes that other factors such as study time and interest are preventing his earning a higher mark in Algebra. Foreign languages are almost a lost cause for Jerry, and he wonders seriously whether he should attempt to continue with Latin, but he is not sure if he can go to college if he doesn't.

As he looks at his STEP scores, Jerry wonders about the difference between the local percentiles and the national ones. Are Newton students really that much smarter than the average for the whole country? Will this help him get into a good college or hurt him? He wonders if he should go to college at all, but he thinks of the many times his parents have urged him to think about it. They seem to think he won't amount to anything unless he can go to a "good" college, but Jerry is not really sure if they are right or even what a "good" college is.

The last time he talked to his counselor, Jerry raised the question of whether he should think about going to college, but the counselor wasn't too helpful about it. He suggested that many students with abilities about like Jerry's got into college, but many of them find it difficult and drop out.

Although his parents frequently complain about how much it will cost to send him to college, Jerry is convinced they can afford it if he really does make it. Besides he has almost a hundred dollars saved up from doing odd jobs around the neighborhood. He could save more, he knows, but he likes to play basketball and baseball too much and he sometimes dreams of becoming a professional athlete.

What kind of a program should Jerry plan for grade ten? Should he consider himself a "college-prep" student? Or should he try to prepare himself to go to work right after high school? What preparation is best for a job in selling? Should he become a salesman? These questions and many others kept bothering Jerry as he thought about filling out the registration card for Newton High School. What should he do? What would you do if you were in his place?

INFORMATION SYSTEM FOR VOCATIONAL DECISIONS
Harvard University
220 Alewife Brook Parkway
Cambridge, Massachusetts 02138

SOME PERSONAL FACTS

Name: Jerry

Division:

These data were obtained from your official records. You can use these facts to help you in this decision-making unit. If you find any mistakes on this sheet, please let your teacher know.

School Marks:	7th Grade (year average)	8th Grade (year average)	9th Grade (marking periods)
English	C	C	C
Social Studies	C	C	C
Science	C	B	B
Mathematics	A	B	C+ (algebra)
French	Fair	dropped	D- (Latin)
Home Economics			
Industrial Arts			

Intelligence Test Scores:	3rd Grade		6th Grade		8th Grade	
	*lopr	**napr	lopr	napr	lopr	napr
First Quarter						
Second Quarter						X
Third Quarter					X	
Fourth Quarter						

*lopr: local percentile **napr: national percentile

STEP Scores: (Sequential Tests of Educational Progress) taken in 8th grade

	local percentile band	national percentile band
Reading	29-48	70-85
Mathematics	27-53	62-85

STEP scores see the appropriate sections of the decision making booklet.

SELF-RATING SCORING SHEET

Name: Jerry Date: March, 1967

	Comparison with Others	Self Ranking
Interests:		
Outdoor	1.....25.....50.....[✓ 75].....99	
Mechanical	1.....25.....50.....[✓ 75].....99	2
Computational	1.....25.....[✓ 50].....75.....99	
Scientific	1.....25.....[✓ 50].....75.....99	
Persuasive	1.....25.....50.....75.....[✓ 99]	1
Artistic	1.....[✓ 25].....50.....75.....99	
Literary	1.....[✓ 25].....50.....75.....99	
Musical	[✓ 1].....25.....50.....75.....99	
Social Service	1.....25.....50.....75.....[✓ 99]	3
Clerical	1.....[✓ 25].....50.....75.....99	
Values:		
Theoretical	1.....[✓ 25].....50.....75.....99	
Economic	1.....25.....[✓ 50].....75.....99	3
Aesthetic	[✓ 1].....25.....50.....75.....99	
Social	1.....25.....50.....75.....[✓ 99]	2
Political	1.....25.....50.....75.....[✓ 99]	1
Religious (optional)	1.....[✓ 25].....50.....75.....99	
Abilities:		
Verbal Reasoning	1.....25.....[✓ 50].....75.....99	1
Numerical Ability	1.....25.....50.....[✓ 75].....99	2
Spatial Relations	1.....25.....50.....[✓ 75].....99	3
Mechanical Reasoning	1.....25.....50.....75.....99	
Intelligence	1.....25.....[✓ 50].....75.....99	

FORM FOR EVALUATING MY CAREER CHOICE

Name of Occupation Selected: ______________________________

1. List below each factor that favors my choosing this occupation as a career choice.	List below each factor that disfavors my choosing this occupation as a career choice.

3. List below factors that I cannot develop or control and that will disqualify me for employment in this occupation. (Age does not apply for this study.)

4. List below factors that can be changed that will qualify me for employment in this occupation.

5. IMPORTANT: Keep the Guide for a Systematic Study and this report for future use in the next unit.

CONSIDERING AN ALTERNATE SELECTION

1. Occupations you enjoyed studying most in this category:

   1st__________ 2nd__________

2. Occupations you liked least in this category:

   1st__________ 2nd__________

3. Occupations most interesting:

   1st__________ 2nd__________

4. Occupations that you posess the best ability for:

   1st__________ 2nd__________

5. Occupations that fit your personal traits best:

   1st__________ 2nd__________

6. Which occupations does your aptitude test favor most:

   1st__________ 2nd__________

Favor least:

1st__________ 2nd__________

7. Which occupations does your interest inventory favor most:

   1st__________ 2nd__________

Favor least:

1st__________ 2nd__________

8. Which occupations provide the best working conditions:

   1st__________ 2nd__________

   Poorest working conditions:

   1st__________ 2nd__________

9. Which occupations provide the best job security:

   1st__________ 2nd__________

   Least job security:

   1st__________ 2nd__________

10. Which occupations have the most favorable outlook:

1st____________________ 2nd____________________

Least favorable outlook:

1st____________________ 2nd____________________

11. Which occupations are you best physically qualified for:

1st____________________ 2nd____________________

Physically disqualified for:

1st____________________ 2nd____________________

12. Which occupations would you enjoy training for:

1st____________________ 2nd____________________

Would not enjoy training for:

1st____________________ 2nd____________________

13. Which occupations would you be more able to provide tools and equipment for:

1st____________________ 2nd____________________

Unable to provide tools and equipment for: Could not afford

1st____________________ 2nd____________________

NOTE: Select the two occupations with the most number of favorable factors for your career choice. Write a summary for choosing the occupations.

UNIT 24. SELECTION OF A TENTATIVE CAREER CHOICE AFTER CONSIDERING ALTERNATIVES

PURPOSE OF UNIT: This unit should be completed after all categories have been studied and one occupation and one alternate have been selected as a career choice. The career choice and alternate selected in this unit will be used in Chapter V for planning a training program.

TEACHERS' SECTION

A. Teacher Objectives
1. To realize that serious but not final consideration should be given to selecting the most favorable occupation from the study of various occupations.
2. To consider the present achievement of the student and how it may effect success on the job.

B. Suggested Teaching Activities
1. Complete the form for making a final selection. (See page 249.)
2. Ask each student to write a statement outlining the major factors he or she considered in selecting the final occupation and an alternate.
3. Ask each student to discuss his or her plan with his guidance counselor and/or orientation teacher, and parents.
4. Complete the self-rating forms and discuss academic achievement, hobbies, part time jobs and other factors that may affect success on the job.

C. Factors to Consider
1. Interest
2. Aptitude
3. Salary schedule and advancement
4. Location of occupation
5. Amount of travel required
6. Working environment
7. Type of work
8. Fringe benefits
10. Future outlook for job
11. Initial capital required
12. Education or training required
13. Hours per week
14. Safety factors
15. Employer-employee relations
16. Cost of living
17. Public relations
18. Other information recorded about each occupation in Chapter IV

D. References
1. "The Big Question - Choosing Your Career", Association Films, Inc., 1621 Dragon Street, Dallas, Texas 75207.

2. "Foundation For Occupational Planning", Society for Visual Education, five color filmstrips with captions
3. Manpower Research and Training, Secretary of Labor, Washington, D. C.
4. Career Guide for Young People, Mary R. Moore, Doubleday & Co., Garden City, New York
5. Careers, Robert Larsen and Ralph Stenstrom, Follett Publishing Company
6. Career Planning, An Outline for the Ninth Grade, Gene Hanson, Minnesota Dept. of Education, St. Paul, Minnesota 55101
7. "Career Planning in a Changing World", film, Popular Science Publishing Co., 239 W. Fairview Blvd., Inglewood, California 90302
8. Films available from the Department of Education Film Library, Little Rock, Arkansas 72201: "Finding the Right Job", "Finding Your Life Work", "Footsteps to the Future".
9. "Let's Look at Careers", film, Essential Education, Box 968, Huntsville, Texas 77340

TAKE OFF THE BLINDFOLD IN CHOOSING YOUR LIFE'S WORK

STUDENT SECTION - UNIT 24

A. Students' Behavioral Objectives

Upon completion of this unit, the student will:

1. Complete to the satisfaction of his teacher the forms contained in this unit (My Record and Making a Final Selection of a Tentative Choice).
2. Show an understanding of the implications of past experience by discussing future plans in a manner that indicates to the satisfaction of his guidance counselor and/or vocational orientation teacher an understanding of the significance of past experience.
3. Write an evaluation outline that in the judgment of his vocational orientation teacher takes into account appropriate information about himself.
4. Write a narrative that in the judgment of the teacher takes into account the things about the student which should be considered before making a tentative choice of a specific occupation.

B. Pretest

Because of the nature of this unit a pretest is not included.

C. Body

MY RECORD

INFORMATION ABOUT MYSELF

Name ______________________ School ______________________

List below your grade averages for the following courses:

School Marks	7th Grade (year average)	8th Grade (year average)	9th Grade (marking periods)
Art			
English			
Social Studies			
Science			
Mathematics			
French			
Home Economics			
Industrial Arts			
Agriculture			

TEST INFORMATION

Your teacher or counselor may have test information which you may want to record here.

Abilities, Intelligence, Aptitudes Tested	Date Test Given	Performance (Use X to indicate position)				
		Low	Below Average	Average	Above Average	High
Interests - Write names of interest areas under the appropriate headings to the right so as to indicate how you stand as revealed by an interest test or inventory.						

Record here any information about extracurricular activities, hobbies or part-time jobs. Place an L by those you liked very much. Place a D by any which you disliked.

FORM FOR MAKING A FINAL SELECTION OF A TENTATIVE CHOICE OCCUPATION FROM THE NINE DIFFERENT CATEGORIES INCLUDED IN THIS COURSE

1.____________________________ Occupation from the category you most enjoyed.
____________________________ Alternate
2.____________________________ Occupation from the category you least enjoyed.
____________________________ Alternate
3.____________________________ Occupation from the category in which you have a special interest.
____________________________ Alternate
4.____________________________ Occupation from the category in which you have the least interest.
____________________________ Alternate
5.____________________________ Occupation from the category in which you have special abilities.
____________________________ Alternate
6.____________________________ Occupation from the category in which you have the least abilities.
____________________________ Alternate
7.____________________________ Occupation from the category having the best outlook.
____________________________ Alternate
8.____________________________ Occupation from the category having the poorest outlook.
____________________________ Alternate
9.____________________________ Occupation from the category providing the best economic returns
____________________________ Alternate
10.____________________________ Occupation from the category having poorest economic benefits
____________________________ Alternate
11.____________________________ Occupation from the category requiring the most training.
____________________________ Alternate
12.____________________________ Occupation from the category requiring the least training.
____________________________ Alternate
13.____________________________ Occupation from the category with the best working conditions.
____________________________ Alternate
14.____________________________ Occupation from the category with poorest working conditions.
____________________________ Alternate
15.____________________________ Occupation from the category with the best chance for advancement
____________________________ Alternate
16.____________________________ Occupation from the category with the least chance for advancement
____________________________ Alternate

NOTE: List below the occupation and the alternate that has the most favorable factors for a career choice. Write a summary report involving the major factors used to determine your decision.

D. Review
   1. Are you willing to take a training program for your selected occupation?
   2. Do you feel the need for further exploring the occupation you have chosen?
   3. Would you be satisfied with a job in the area of your alternate choice?
   4. Would you like to explore your alternate choice further?
   5. Be sure to preserve the record of making your tentative decision as it will be used in the remaining chapters of the orientation course.

CHAPTER V.

MAKING A LONG RANGE TRAINING PLAN

PURPOSE OF CHAPTER: This chapter provides the teacher an opportunity to help students recognize the need for both general and vocational education, as well as the importance of continuing their education after becoming employed. Students should understand the relationship between education and their future occupation and life. They should realize that planning their educational future is very important. Although the training plan may be flexible it should cause them to seriously consider the education they will need to enter and advance in the occupation of their choice.

UNIT 25. PLANNING YOUR HIGH SCHOOL PROGRAM

PURPOSE OF UNIT: It is necessary that students understand how school can prepare them for working at the occupation of their choice, so that they will make a serious effort to develop an appropriate training program. The choice to be made at this point should not emphasize specific course offerings, but rather course groupings or curricular areas. Aptitude and interest surveys should give the orientation teacher and the student some of the information needed to accurately appraise the student's secondary school needs. The reversibility of this decision should be kept in mind by all concerned and a student should be permitted to change, compromise, or alter curricular offerings to meet his individual needs.

TEACHERS' SECTION

A. Teacher Objectives
   1. To assist the student in selecting the curricular tract or elective courses that will provide the secondary training the student needs to prepare him for his "next step".
   2. To equip every student enrolled in a vocational orientation class with such knowledge and skills that he will know and have a desire to plan wisely his high school program so that he will be better equipped to enter the world of work or further training.
   3. To acquaint students with the subject offering of his school and what may be learned in each subject.

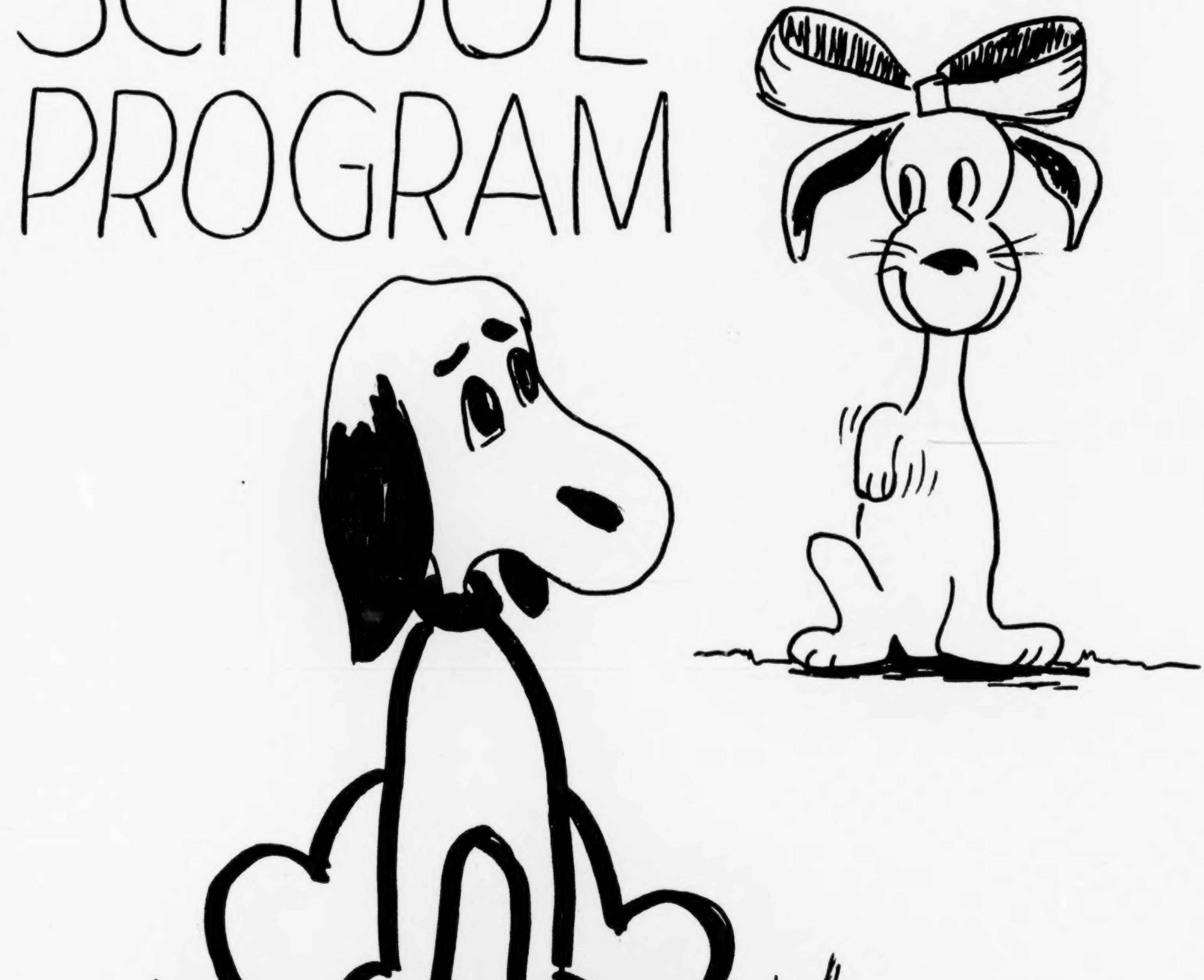
B. Suggested Teaching Activities
   1. List the general level of educational development required for the nine categories of occupations listed in Volume II of the Dictionary of Occupational Titles.
   2. List the core courses secondary students must complete in the different curriculums offered by the school.
      a. College preparation
      b. Vocational-technical
      c. Business and clerical
      d. General education
   3. Have students interview persons who work within the broad category of occupations they selected in Chapter IV. to determine:
      a. Educational level of persons in the occupations
      b. Whether educational requirements have been raised or lowered since workers were hired
      c. Whether the workers wish they had more education
      d. Whether the workers feel that more education would help them to perform better or advance in their job.
   4. Ask students to develop a tentative high school training program that focuses upon the preparation needed for their "next step". Provide a form on which the students can record their plans. (Use Student Plan Sheet and My Record Self-Rating Sheet found in student section of this unit.)

5. Provide the students an opportunity to simulate making career and educational plans for various occupations through use of the Life Career Game.
6. While students in the orientation class are making their high school training plans based on individual needs, interests, and abilities, it is appropriate to involve counselors, parents, and other teachers in helping the students to assess their needs and in evaluating the various educational offerings available to them. A banquet for each orientation class might be organized so as to involve teachers, parents, and students in reviewing the programs available to meet student needs. This can be an annual highlight for each vocational orientation class.

C. Factors to Consider
1. Occupational goal selected in Chapter IV, Unit 24:
    a. Broad classification of work (professional or other category) that the student is likely to enter on the basis of his aptitudes and interests
    b. The general level of educational development required of persons who enter this broad group of occupations.
2. Curricular offerings of the school:
    a. Vocational-technical
    b. College preparatory
    c. Business and clerical
    d. General education
    e. Special offerings
        1. Electives - special education, enrichment, etc.
        2. Independent study
3. Does the school provide the necessary training, or background for training in this broad group of occupations?
    a. What is the nature of each possible curricular choice?
        1. What subjects are included in each curriculum?
        2. Do you possess the necessary aptitude to master the subject offerings?
        3. Do you need to maintain a certain grade point average to qualify for your "next step"?
    b. Where will the choices lead?
        1. Further study - college, vocational-technical school, etc.
        2. Entrance to the world of work
4. Evaluation of final decision
    a. Orientation teacher
    b. School counselor
    c. Parents

D. References
1. Occupational Information, Hoppock, McGraw-Hill Book Company, New York.
2. Life Career Game, Dept. of Education, 6401 Linda Vista Rd., San Diego, California.
3. Finding Your Orbit, Haldeman, Hoffman, Moore & Thomas, Chronicle Guidance Publications, Moravia, New York.

ARE YOU PLANNING YOUR HIGH SCHOOL PROGRAM



STUDENTS' SECTION - UNIT 25

A. Student Behavioral Objectives
Upon completion of this unit, the student will on a written test be able to:

1. Complete to the satisfaction of his vocational orientation teacher and/or guidance counselor the selection of appropriate high school courses for attaining his career goals.
2. Write with 80% accuracy the information which in the judgment of the teacher shows an understanding of the basic content of at least six high school courses.
3. Write a short essay which shows to the satisfaction of his vocational orientation teacher an understanding of the relationship between interests, abilities, and values and how they affect our decisions in course selection.
4. Answer the items on a completion test relating to the content of this unit with 80% accuracy.

B. Pretest

1. A "decision-point" involves
    _____a. a time when a decision must be made.
    _____b. at least four possible alternative courses of action.
    _____c. putting off a decision.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).
2. The question, "What subject do I have to choose from?" involves the stage of
    _____a. "exploration".
    _____b. "evaluation".
    _____c. "clarification".
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).
3. The stage of "evaluation" consists of
    _____a. finding more alternatives.
    _____b. eliminating all the alternatives except one.
    _____c. linking information about the person to each alternative.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).
4. The stage of "choice" is
    _____a. a part of "exploration".
    _____b. the same as "decision".
    _____c. always followed by "evaluation".
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).
5. "I am going to take a business major, but I guess I'll look at the courses again to make sure" is a statement which illustrates the stage of
    _____a. "exploration".
    _____b. "evaluation".
    _____c. "crystallization".
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).

6. An "alternative" is
    _____a. a course of action open to a person.
    _____b. a stage in the decision-making process.
    _____c. a measure of a person's motivation.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).

7. A person's capacity to use numbers as symbols is an example of
    _____a. an "interest".
    _____b. an "ability".
    _____c. a "value".
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).

8. A person's "interests" are related to what he
    _____a. should do.
    _____b. can do.
    _____c. likes to do.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).

9. A person's "values" are related to what he
    _____a. should do.
    _____b. can do.
    _____c. likes to do.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).

10. When a person takes a "standardized" test the score he receives
    _____a. is his "true" score.
    _____b. is not to be trusted.
    _____c. is right since the test is standardized.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).

11. A "percentile" shows where a person stands in relation to
    _____a. his plans.
    _____b. a norm group.
    _____c. his teachers.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).

12. A "norm" group consists of
    _____a. all of the students in a particular grade.
    _____b. all students in the top half of their class.
    _____c. a group whose scores are used to standardize a test.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).

13. Knowing which "quartile" ones score falls in is helpful in
    _____a. placing oneself in relation to the norm group.
    _____b. learning more about oneself.
    _____c. making plans that may be relevant to that score.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).

14. A "curriculum" is
    _____a. a word used to indicate the level of difficulty of a course in the high school.
    _____b. a suggested program of courses planned to meet certain objectives.
    _____c. all of the planned learning activities in a school.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).

15. The word "required", when applied to high school courses, designates
    _____a. all of the courses essential for meeting graduation requirements.
    _____b. only the courses required by law.
    _____c. the courses which must be taken by everyone in a given curriculum.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).
16. An "elective" course
    _____a. may be taken by anyone.
    _____b. is one which may be chosen by someone who meets the prerequisites.
    _____c. has to do with learning about elections.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).
17. Current use of the term "occupational choice" stresses the idea that it is
    _____a. a complex process occurring over a considerable period of time.
    _____b. the single most important choice a person ever makes.
    _____c. imperative to have a college degree to enjoy success in an occupation.
    _____d. all of these (a, b, and c).
    _____e. none of these (a, b, and c).
18. Values are defined as having to do with what a person
    _____a. can do.
    _____b. actually does.
    _____c. wants to do.
    _____d. has the opportunity to do.

C. Body

In previous units you have discussed the decision-making process. You have learned that to be a good decider you need decision-making skills. "Facts" become "information" when they have some meaning to you personally. Were you given 1000 yen you would not know what you had until you knew the value of a yen which is a Japanese dollar. Facts about courses become valuable information when you have the facts available and when the facts have meaning to you personally. Now if someone tells you that a yen is "play" money and worthless, you have the wrong information and you may make the wrong decision. The same is true of course when you think of selecting courses for your high school years.

Do you have the right information about courses open to you next year?

Do you have the right information about the courses which will prepare you for the occupation you have tentatively chosen?

You will remember that abilities are what we can do. Interests are what we like to do and though we may be interested in playing basketball we may not have the ability.

We must take the inside information we have (facts about abilities, interests, and values) and the outside information we have (facts about your high school and the courses open to you) and make a decision about the courses you plan to take.

All of us are aware that many times we want one thing and have to give it up for something else. What happens is we prefer one thing more than another or we value doing one thing more than we do another. We can measure the value of something to us by what we are willing to do, or pay, or give up in order to get it.

As an example of values let us suppose you want a Honda. Suppose you are able to earn the money to purchase it by stacking canned goods on shelves in a grocery store. You are not really interested in stacking canned goods but you "value" the Honda more.

Values may be defined as attitudes that determine what you will do. Values are and should be closely related to goals. You should consider your values and the part they play in course selection. The value system we have may cause us to select a course because "Mary Jane" or "Bob" is taking it, rather than selecting it because it will help us in our future career. This is our choice. Good decision making requires that we look at interests, abilities, and values.

The material which follows in intended for use for those of you who do not have a handbook which lists the courses offered in your school and a good description of the course. If your school has course descriptions use them in planning your course work in high school. If not, use this material to begin thinking about appropriate courses.

Business Mathematics - This is a required course for all business majors in the 10th grade and an elective course for others. The four basic mathematical processes are given a thorough review. Review of fractions and improvement of the skills in using percentages is also covered. Preparing payrolls and other business forms allows us opportunities to apply the skills which we have reviewed.

Personal-use Shorthand - The chief objective of this course is to give the college-bound student a mastery of the most effective techniques of note-taking, using a quick, easy-to-use writing system--an adaptation of Gregg Shorthand especially designed for the note taking needs of the college-bound student. The course should be taken for both terms if usable skill is to be acquired. Although the primary purpose of this course is for college note taking, it can serve as a basis for future vocational skill. However, because of the difference in primary objective, students majoring in business may not take this course in the place of the regular shorthand course.

During the first term, the student learns the alphabet and word-building principles of personal-use shorthand and makes a start in the application of this skill in taking notes.

Typewriting (First Year) - This course is intended primarily for students interested in a business career; however, it may be elected by non-business students in place of Personal-Use Typewriting. Term I covers mastery of the keyboard, typewriting techniques, application of skills, including introduction of numbers and special characters, simple typing problems and drives for speed and accuracy.

Typewriting (Second Half) - Prerequisite: First Year. This course is a continuation of the first term with stress on business letters, production typewriting, centering problems and tabulations. Envelopes, enclosures, column headings, second sheets, carbon copies, and erasing are introduced. Intensive drives for speed and accuracy are emphasized with specific stress on proofreading and correction of errors.

Technical Drawing I - For the beginning student in drawing, this course will introduce the pupil to the equipment used by a draftsman and help him to develop basic skills in the use of those tools. The emphasis will be on quality, requiring neat printing, good line technique, and accuracy of measurement. The course will carry the pupil through elementary multiview drawing. Pupils who had the usual junior high drawing program should elect this course.

Biology II - Man in a Living World - The student entering this program should come armed with basic arithmetic skills, ability to read science literature of appropriate difficulty for this age level, and some background in knowledge of science.

The feeling exists that many of these students will take no more science in school, very few will become research biologists, and only a slightly larger proportion will enter the biological professions. If, as is suspected, this is true, then this biology course should provide the student with a background in biology that is as advanced as the 15-16 year old mind will permit. Subject matter should be selected to increase his effectiveness as a future citizen. This hope exists that the present program is such a course and that it will be of value to the service attendant, the housewife, the physician, the biochemist.

The course is laboratory oriented. Students will be involved with the making of observations, collection of data, graphing and interpretation of data, and prediction from derived understanding. The ecological aspects of biology will be emphasized. This emphasis follows from the thought that understanding of the way in which a biological community functions is of great importance to any citizen. Problems created by increasing human populations, by depletion of resources, by pollution, and the like are ecological problems. The student will very likely leave this program with an increased understanding of his own body so that this aspect of an inquiry into life will not be neglected.

English (First Year) - Course IA, an advanced college preparatory program for pupils whose ability in English is outstanding, prepares pupils to compare and evaluate literary works: their structure, theme, artistic temper and period, style, and vision of life. It prepares pupils to write and speak fluently in a style of their own. Pupils are invited into the program through counselor and teacher recommendations.

Family Living (First Year) - Family living courses have been designed for those students who have been placed in the special course by their principal. The course closely parallels that of Home Economics I, but is conducted at a slower pace with a smaller number of students receiving individualized attention.

Driver Education - Never was it more essential for drivers to be skillful and safe operators of motor vehicles. Consequently, emphasis is placed on knowledge of traffic and safety rules, sound driving practices, and simple preventive maintenance. Dual control cars are used to develop necessary skills and to help teach students the fundamentals of car operation. A sound understanding of traffic regulations and the need to obey them are stressed in this course.

D. Review
1. What is a curriculum?
2. What is an elective course?
3. What is an independent study?
4. How many curriculums are offered by your school?
5. What are they?
6. What steps will each curricula prepare a student for?
7. Review the general educational requirements of the occupation of your choice.
8. In what way will completing high school assist in training you for this occupation?

9. Be sure to preserve your long range training plan as you will need to refer to it for the remainder of this course as well as throughout high school.

STUDENT PLAN SHEET

Name________________________ **Grade**_____ **College Choice**______________

Plans after Graduation____________________ **Hobby**____________________

____

19__19__ 7th Grade Subjects	19__19__ 8th Grade Subjects	19__19__ 9th Grade Subjects
1.____________	1.____________	1.____________
2.____________	2.____________	2.____________
3.____________	3.____________	3.____________
4.____________	4.____________	4.____________
5.____________	5.____________	5.____________

19__19__ 10th Grade Subjects	19__19__ 11th Grade Subjects	19__19__ 12th Grade Subjects
1.____________	1.____________	1.____________
2.____________	2.____________	2.____________
3.____________	3.____________	3.____________
4.____________	4.____________	4.____________
5.____________	5.____________	5.____________

Medals Won:

Participation in Clubs:

Other:

MY RECORD

SELF-RATING SHEET

Name: ____________________ Date: ____________________

Interests:	Comparison with Others	Self Ranking
Outdoor	1.....25.....50.....75.....99	
Mechanical	1.....25.....50.....75.....99	
Computational	1.....25.....50.....75.....99	
Scientific	1.....25.....50.....75.....99	
Persuasive	1.....25.....50.....75.....99	
Artistic	1.....25.....50.....75.....99	
Literary	1.....25.....50.....75.....99	
Musical	1.....25.....50.....75.....99	
Social Service	1.....25.....50.....75.....99	
Clerical	1.....25.....50.....75.....99	

Values:		
Theoretical	1.....25.....50.....75.....99	
Economic	1.....25.....50.....75.....99	
Aesthetic	1.....25.....50.....75.....99	
Social	1.....25.....50.....75.....99	
Political	1.....25.....50.....75.....99	
Religious (optional)	1.....25.....50.....75.....99	

Abilities:		
Verbal Reasoning	1.....25.....50.....75.....99	
Numerical Ability	1.....25.....50.....75.....99	
Space Relations	1.....25.....50.....75.....99	
Mechanical Reasoning	1.....25.....50.....75.....99	
Intelligence	1.....25.....50.....75.....99	

A SELF-CHECK FOR USING THE DECISION-MAKING MODEL

To what extent do you think you would actually use the decision-making model if you were faced with each of the following decision-points? (Circle the appropriate word.)

Decision-point	Extent of Use		
a. To go to college	none	some	a lot
b. To accept a part-time job	none	some	a lot
c. To choose an occupation	none	some	a lot
d. To go out for baseball	none	some	a lot
e. To take five major courses	none	some	a lot
f. To date someone for the first time	none	some	a lot
g. To take first year English	none	some	a lot
h. To work this summer as a camp counselor	none	some	a lot
i. To go to a technical high school	none	some	a lot
j. To enroll in a work study program	none	some	a lot

Which of the following statements involve interests, rather than abilities or achievement? (You may check more than one item.)

_____a. "I can't stand to think of sitting at a desk all day pushing a pencil."

_____b. "In spite of my poor grades on my last report card, I know I can do better in English."

_____c. "Having a goal helps me to do better in my courses."

_____d. "As I think of next year's program I feel that I must include some kind of musical activity since it provides so much enjoyment for me."

UNIT 26. PLANNING YOUR POST-SECONDARY VOCATIONAL AND/OR COLLEGE TRAINING PROGRAM

PURPOSE OF UNIT: Although the student will not enter post-secondary training for several years after studying this unit, his plan should serve as an outline of the preparation needed before enrolling in post-secondary training. Furthermore, an understanding of post-secondary entrance requirements should make his high school vocational and general education study more relevant and meaningful. It should also provide vital information to the student who is trying to determine his occupational and educational future.

TEACHERS' SECTION

A. Teachers' Objectives
   1. To give students the opportunity to prepare plans for post-secondary trianing.
   2. To help the student understand the importance of completing high school in order to qualify for most post-secondary training programs.
   3. To give the student information about training requirements which is helpful in making a logical occupational choice.

B. Suggested Teaching Activities
   1. Visit a college and vocational-technical school.
   2. Write a technical school and/or college to obtain literature.
   3. Ask students to complete the "My Plan for Training After High School" form.
   4. Invite former students who have completed additional training to talk to the class about their experiences.
   5. Invite representatives of colleges and post-secondary vocational schools to talk to the class.
   6. List the educational requirements for different jobs. Review work done in Chapter III and IV.
   7. Take a field trip to a post-secondary school or community college.
   8. Invite high school vocational teachers to talk with the class about training required to enter occupations related to their areas.
   9. Prepare a list of courses that a student must have in high school before entering post-secondary training.
   10. Plan a career days program for the high school students.
   11. Contact the school counxelor or teachers who have knowledge of a school of interest.

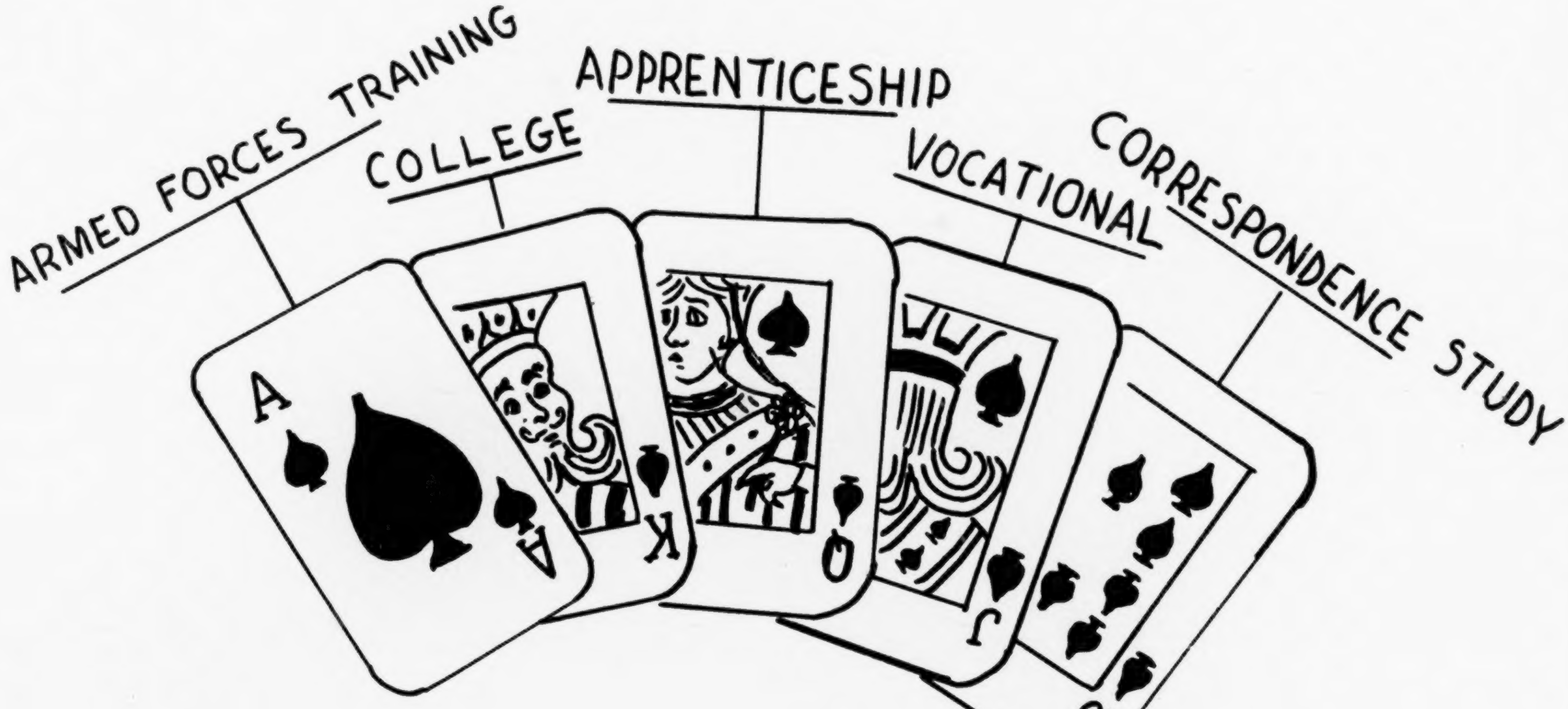
C. Factors to Consider
   1. The vocational-technical school or college to attend
   2. The desired courses, length and approximate cost
   3. Alternatives for lodging:
      a. Live at home and commute
      b. Live in dormitory

      c. Live in apartment
      d. Other
   4. Tuition and fees--total cost
   5. Rating of school-accreditation
   6. Spending money
   7. Student handbook
   8. Scholarship and/or part-time work
   9. Beginning pay when starting to work
   10. Social organizations
   11. Extra curricular activities
   12. Prerequisite courses
   13. When should a decision be made regarding post-secondary training
   14. Look at various schools within the state as well as out-of-state schools.
   15. Placement after graduation
   16. Facilities at school of interest
   17. School staff
   18. Purpose and objectives of the school-education and/or profit
   19. Record of past graduates

D. References
   1. College, Careers, and You, Plummer, Robert, and Blacke, Clyde, Science Research Associates, Inc. 259 Erie Street, Chicago, Illinois.
   2. School Subjects and Jobs, Science Research Associates, 259 Erie Street, Chicago, Illinois.
   3. Should You Go To College, Havichurst and Diamond, SRA, 259 Erie Street, Chicago, Illinois.
   4. Arkansas Vo-Tech Schools, Vocational Division, Department of Education, Little Rock, Arkansas 72201.
   5. State Department of Education Film Library, Little Rock, Arkansas 72201.
   6. Contact the registrar's office of colleges and vocational-technical schools and request catalogs.

PLANNING

POST SECONDARY


ARMED FORCES TRAINING
COLLEGE
APPRENTICESHIP
VOCATIONAL
CORRESPONDENCE STUDY

GET
AN
EDUCATION

STUDENTS' SECTION - UNIT 26

A. Student Behavioral Objectives
The student on a written test will be able upon completion of this unit:
1. To list two educational processes by name that may be selected after high school graduation according to this unit.
2. List at least three ways students may get financial aid while attending post-secondary training, according to information in this unit.
3. List five of the eight factors as presented in this unit as factors to be considered when deciding which school to attend after graduation.
4. List 7 of the 11 areas where more training is available after high school according to the information in this unit.
5. Correctly respond, on a teacher made true-false exam to 80% of the statements concerning post-secondary education as presented in this unit.

B. Pretest
It is suggested that an interesting presentation by a member of a vocational-technical school or a presentation by a college representative be used instead of a pretest in this unit.

C. Body
Although the student will not enter post-secondary training for several years after studying this unit, his plan should serve as an outline of the preparation needed before enrolling in post-secondary training. Furthermore, an understanding of post-secondary entrance requirements should make his high school vocational and general education study more relevant and meaningful. It should also provide vital information to the student who is trying to determine his occupational and educational future. Most employers of any type employment prefer high school graduates. Whatever kind of job you choose in the future, it's important to get as much education as you can. This is true in high school now and will be true later in specialized trade, vocational-technical schools or colleges.

You have an opportunity to develop your skills and improve your ability to get a better job. No other country offers as widespread opportunity to the individual who wants to improve his skills or broaden his education as ours.

Listed below are a few of many areas where more training is available.
1. Adult Education
2. The Armed Forces
3. Technical institutes
4. Business and industry
5. Labor organizations
6. Home study
7. Proprietary schools
8. Associations and groups
9. Community Colleges
10. Business schools
11. Colleges & universities

Financial assistance is available through a number of ways such as: part time jobs at school or in businesses in the city where the school is located; scholarships sponsored by civic groups and organizations; student loans from the Student Loan Guarantee Foundation of Arkansas, and Arkansas Rural Endowment Fund, Inc. Bank loans are also made to students. Special assistance is available through Manpower Development and Training, Verterns programs, Vocational Rehabilitation for Handicapped and also through Social Security programs. The public vocational technical schools here in Arkansas are relatively inexpensive. Some of the private ones are fairly expensive. The vocational instructor and guidance counselors at your school will be able to tell you if there are technical institutes nearby and what the requirements are and how much they will cost. Many communities now have community colleges. These colleges offer, usually at little or no fee, a wide range of courses. They include training for commercial jobs, technical occupations and work in the professions.

There are numerous business schools all over the country with courses lasting from a few months to four years. The price can vary but possibilities for work are available to help with the cost of room and board at many business schools. It should be remembered however, that credit earned in a business school cannot be transferred to a liberal arts school.

The fact that more schooling pays off in lifetime earnings is illustrated by the following estimated projections by years of school completions, for men who were 18 years old in 1960.

Year of School Completed	Income, Age 18 to Death
8 years elementary	$233,137
4 years high school	316,328
7 or more years college	501,483

Generally, the college graduate earns 2/3 more in a lifetime than that of the high school graduate without special training.

The following are important factors to be considered in making a decision about which college to attend.

1. The students ability in relation to admission standards of particular school.
2. Costs, (Tuition, room & board, and travel)
3. Availability of courses of study desired
4. Smaller schools versus larger schools
5. 2 year college versus 4 year college
6. Living on campus versus commuting
7. Private versus public college
8. Benefit of a fully accredited school.

Four factors are usually considered by directors of admission in applicants screening:

1. Intelligence and aptitude as measured by standardized tests
2. High school grades
3. Class standing in high school
4. Special talents and abilities of students

Summing up, colleges usually favor certain special talents, applicants with scholastic ability, and favorable character traits of student.

As you become more definite about your career you can think more specifically about the kind of training that will be best for you after high school. It is important now to begin your plan so that you can meet the entrance requirements of the school you hope to enter.

D. Review
   1. Do you feel that you can do satisfactory work in a post-secondary program?
   2. Are you presently doing satisfactory work in related subjects in high school?
   3. You may have found interest in doing activities required by this occupation, but do you find interest in related academic subjects required by this occupation? If your interest is slight, can you tolerate the studying necessary to make satisfactory progress in these subjects? Why is this necessary?
   4. What schools in the state offer training in your area of interest?
   5. On what basis have you chosen your interest area?
   6. What makes a person successful in a vocation?

MY PLAN FOR TRAINING AFTER HIGH SCHOOL

Kind of School or Institution______________________________

Name of School______________________________

Address______________________________

Date to Enter Training Program______________________________

Date of Proposed End of Training Program______________________________

NAME OF COURSES TO BE TAKEN	LENGTH	YR. TO TAKE	COST PER HOUR	EQUIPMENT NEEDED	TOTAL COST

LIVING CONDITIONS:

a. Live at home & commute. Approximate cost______________________________

b. Live in dormitory. Approximate cost______________________________

c. Live in apartment near school. Approximate cost______________________________

d. Other. Specify cost______________________________

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POST-SECONDARY TRAINING AVAILABLE IN ARKANSAS

	A. M. and N. College, Pine Bluff	Arkansas Valley Vo-Tech, Ozark	Cotton Boll Vo-Tech, Burdette	Crowleys Ridge Vo-Tech, Forrest City	Delta Vo-Tech, Marked Tree	Foothills Vo-Tech, Searcy	Little Rock Vo-Tech, Little Rock	Oil Belt Vo-Tech, El Dorado	Petit Jean Vo-Tech, Morrilton	Phillips County Jr. College, Helena	Pines Vo-Tech, Pine Bluff	Red River Vo-Tech, Hope	Southwest Vo-Tech Institute, Camden	Twin Lakes Vo-Tech, Harrison	Westark Jr. College, Fort Smith
Advertising and Commercial Art													X		
Air Conditioning		X	X								X				
Appliance Service	X				X		X	X	X					X	
Auto and Diesel Mechanics															
Auto	X	X	X	X	X	X		X	X	X	X			X	X
Body Repair	X	X									X			X	X
Diesel					X	X			X		X	X			
Farm Equipment and Diesel					X	X					X				
Truck and Diesel												X			
Aviation Mechanics													X		
Brick Masonry	X														
Cabinetmaking											X				
Carpentry	X								X						
Heavy Equipment Operation									X			X			
Civil Engineering Technology													X		
Cleaning and Pressing															X
Chemical Technology													X		
Cooking											X		X	X	
Cosmetology	X	X			X										
Data Processing							X	X	X	X			X		
Drafting															
Architectural	X										X		X		
Civil									X				X		
Mechanical				X				X		X	X		X		X
General			X			X	X								
Electronics	X	X		X		X				X	X		X	X	X
Forestry												X			
Instrumentation													X		
Food Processing		X													
Dental Assistant							X								
Medical Laboratory							X								
Landscaping									X						
Machine Shop	X		X	X		X		X	X		X	X	X	X	X
Office Practice															
Secretarial		X	X	X	X	X	X	X	X		X	X	X	X	X
Accounting													X		
Bookkeeping		X	X	X	X	X	X	X	X		X	X		X	X
Nursing															
Practical Nursing	X			X	X	X	X	X	X		X	X		X	
Printing									X						
Sheet Metal Fabrication			X												X
Surveying									X						
Welding	X	X	X	X	X	X		X	X		X	X	X		

UNIT 27. FINANCIAL PLAN FOR BEARING THE COST OF A TRAINING PROGRAM

PURPOSE OF UNIT: Many parents wait until graduation to become suddenly aware that they do not have the financial means for their children's post-secondary training. Sometimes a financial need confronts the child and parents at the beginning of high school causing the student to drop out. With some advance planning students and their parents can usually find ways and means of paying for a post-secondary education. Determining the expected cost allows for the development of plans to meet the expenses. Lack of careful financial planning may result in underestimating the actual need and overestimating the available resources.

TEACHERS' SECTION

A. Teacher Objectives
   1. To help the student make plans for financing his training program.
   2. To take an early look at planning for financial needs so that adequate plans can be made. (Use Personal Budget Form.)
   3. To evaluate the student's ability to meet his own financial needs.
   4. To inform the student about where and how he may obtain financial assistance for training purposes.
   5. To help the student realize that many types of financial programs are available to the student to assist him in gaining his desired educational goals in life.

B. Suggested Teaching Activities
   1. Lecture to class on means of obtaining financial assistance.
   2. Invite representatives of schools and organizations to discuss their means of assistance.
   3. Have students practice filling out application blanks.
   4. Have students plan a tentative budget.
   5. Assign students to gather materials and figure an estimated cost of attending a year of post-secondary education.
   6. Invite personnel from vocational-technical schools, institutions, and loan agencies to talk to vocational orientation class.
   7. Make students aware of the need for a confidential report of parents' financial status.

C. Factors to Consider
   1. Ways students can obtain finances:
      a. National Defense Student Loan -- $1000 - $5000
      b. Educational Opportunity Grants -- 50% matching basis
      c. Rural Endowment Fund -- up to $600 per year
      d. Work Study -- for poor and disadvantaged only
      e. Student Loan Guarantee Program -- undergraduate $1000 - $5000
         -- graduate $1500 - $1700

- f. Social Security Benefits
- g. War Orphans Educational Assistance -- $200 per month and up 50% for Disabled Veteran's Children
- h. Vocational Rehabilitation
- i. Local bank loans
- j. Youth Corps Worker
- k. Company or industry sponsored aid
- l. Central Employment Program
- m. The JOBS Program, MDTA
- n. The Five-Year Plan
- o. Trust fund -- personal savings
- p. Personal loans
- q. G.I. Benefits - $200 per month and up
- r. Scholarships
- s. Parental assistance
- t. Summer jobs and/or cooperative training programs

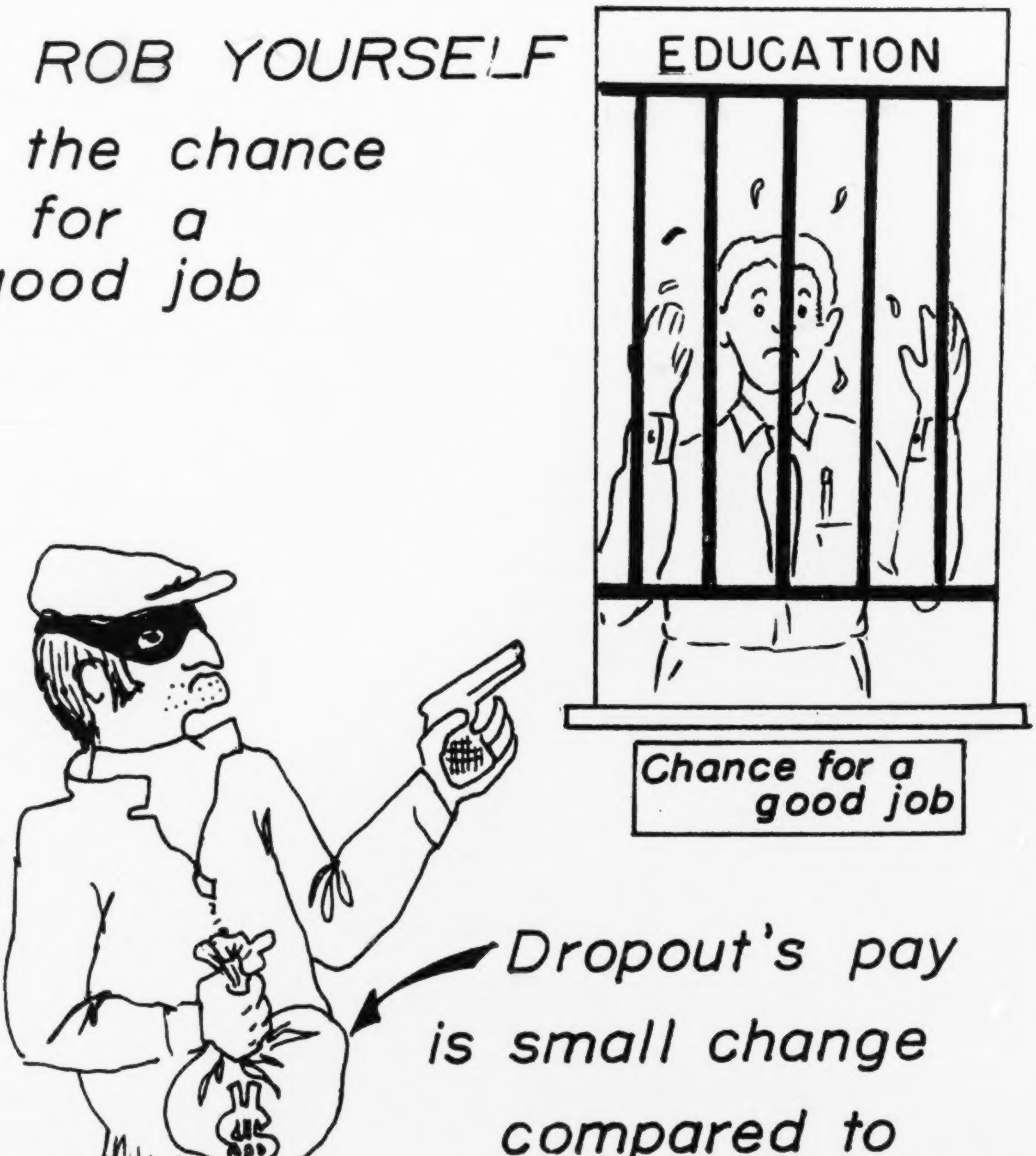
2. Techniques of money management:
   - a. Fixed expenses
   - b. Variable expenses
   - c. Planning a budget
   - d. Loan repayment
3. Do not borrow more than necessary--earn as much as possible.

D. References

1. Loan agencies and financial institutions.
2. Student aid offices at post-secondary institutions.
3. Student Loan Foundation of Arkansas, 1515 W. 7th, Little Rock, Arkansas.
4. Films available from Department of Education Film Library, Little Rock, Arkansas 72201:
   - a. Bank and Credit
   - b. Fred Meets a Bank
   - c. Your Thrift Habits
5. Counselor files and personal knowledge.
6. Disabled Veterans Administration Benefits, Veterans Administration Office, Little Rock, Arkansas.

WHAT IS YOUR FINANCIAL PLAN?

DON'T ROB YOURSELF
of the chance
for a
good job


EDUCATION
Chance for a good job

Dropout's pay
is small change
compared to
a high school graduate's

STUDENTS' SECTION - UNIT 27

A. Student Behavioral Objectives
Upon completion of this unit, the student on a written test will be able to:

1. Write in 200 words or less a financial plan for his post-secondary training which in the judgment of his teacher is a complete and adequate plan.
2. List at least five agencies from which student aid is available, according to the data in this unit.
3. Write a description according to the material in this unit of at least three financial aid agencies or institutions.
4. Write with 80% accuracy the answers to items on a completion test relating to the material in this unit.

B. Pretest
The use of a teacher-made pretest could be effectively used as a teaching aid for this unit, if the vocational orientation teacher desires to use one.

C. Body
Education costs money. Even though a vocational-technical education may require less time than a college education, it still requires a financial investment. How are you going to finance your post-secondary education?

Let's assume that you have made the first two choices: you have chosen your career occupation, and you have chosen the school where you would like to receive the necessary education and training. Unless you or your parents have the funds to finance your education, your next step is to explore the many sources of financial help that are available.

There are more scholarships, grants-in-aid, loan programs, and work study programs available to the high school graduate than ever before. The old axiom that "anyone who really wants an education can obtain it" has never been more true. The following discussions will attempt to deal with various of these possibilities.

The traditional way to pay for college is still the best method -- and that is by systematic savings in a savings account. Today, a college tuitions savings account should be a family budgeted item for each child. Every pay check should have something earmarked for these accounts. Regular deposits plus interest paid on savings will grow at a satisfying rate to achieve the tuition goal when you reach college age.

Insurance companies sell policies which combine life insurance with savings. This provides protection as well as cash value when needed at college age.

Colleges are increasingly giving assistance on the basis of financial need. Scholarship awards average $700 per student in private institutions compared with $408 in some other schools. However, it costs more in terms of tuition to attend a private college. Tuition costs less at state supported colleges and training institutions. The cost of room, board, books is about the same at private schools, parochial (church) schools, and at state colleges.

The services of Vocational Rehabilitation help handicapped students to receive valuable training for a productive career. It provides counseling, guidance, medical examinations, needed restorative services, training and other services to people who have physical or mental disabilities. Vocational Rehabilitation may pay partial or all tuition fees at public or private schools or colleges for persons with less than total handicaps.

Some Social Security benefits provide post-secondary training costs for students whose guardian is deceased but was covered by Social Security. You may be eligible for assistance up to age 22 if you meet other requirements.

Following is a listing of some of the institutions which make financial aid available to those desiring college or other vocational training.

- Fellowships
  - Universities, colleges
  - Private industries, organizations
  - Private individuals, foundations
- Scholarships
  - Universities, colleges
  - Private industries, organizations
  - Private individuals, foundations
  - Federal government
    - U.S. Higher Education Act, 1965
    - Armed Forces Education Assistance Programs
    - Armed Forces Reserve Officer
    - Training Corps
    - Veterans' Administration
    - Armed Forces Academies
    - Merchant Marine Academy
    - Coast Guard Academy
    - Bureau of Indian Affairs
- Grants
  - Vocational Rehabilitation
  - National Defense Education Act, 1958
  - Veterans' Administration (GI Education Benefits)
  - Nurse Training Act, 1964
  - Private indistries, organizations
  - Private individuals, foundations
- Loans
  - National Defense Education Act, 1958
  - Private individuals, foundations
  - Guaranteed student loans
  - Commercial banks and savings and loan associations

You will be able to get more information about any of these student aid sources from your guidance counselor.

The College Work-Study Program - The College Work-Study Program is designed to help prevent the waste of talent occurring when capable high school graduates cannot continue their education because they lack money. It gives the student a chance to pay for part or all of his educational expenses by working at a part-time job. This program was established as part of the War on Poverty under Title I, Part C, of the Economic Opportunity Act of 1964.

The Educational Opportunity Grants Program - This program has the single purpose of making a college education available to high school graduates of exceptional financial need who, without the grants, would be unable to go to college at all.

The program was authorized by the Higher Education Act of 1965, and will continue indefinitely.

Grants ranging from $200 to $800 are made to students for each of the four years of undergraduate study. Colleges participating in the program select the student recipients of the grants and determine the amount the student needs.

The College Student Guaranteed Loan Program - Students in attendance or accepted for admission in any institution, on the approved list, are eligible to apply for loans for college expenses under the Guaranteed Loan Program authorized by the Higher Education Act of 1965.

Banks, savings and loan associations, insurance companies, credit unions, and similar supervised lending institutions may be lenders under this program. Programs may vary from state to state, but these are the general terms under Federal law within which they may operate:

> The maximum amounts a student may borrow will range from $1000 to $1500 per year. Students with an adjusted family income of less than $15000 a year pay no interest while in an eligible school. The Federal government pays the lender the interest during this time. The student begins repayment to the lender when he graduates or withdraws from school.

Junior GI Bill - This bill provides educational opportunities for children, wives, and widows of veterans who died or were permanently disabled in or as the result of service in the armed forces of the United States.

A maximum of 36 months with $175 per month may be paid for a full-time student.

GI Bill - (Veterans Readjustment Benefits Act of 1966) - This bill provides educational opportunities to several million qualified service men and women.

Benefits are provided any veteran of the Army, Navy, Marines, Air Force, or Coast Guard who has served and was honorably discharged:

(1) Continuously on active duty for at least 181 days ending after January 31, 1955; (2) A veteran who served less than 181 days, if his active duty was ended by a service connected disability; (3) Persons still in service, if they have had at least two years active duty.

These benefits will be paid a maximum of 36 months, based on one and one-half months of benefits for each month of active duty.

Minimum benefits for a full-time student with no dependents amount to $175.00 per month.

D. Review
   1. What is the importance of budgeting your money?
   2. What type financial aid would best suit your needs?
   3. Have you included all likely costs so as to indicate the total need for income?
   4. What are your qualifications for obtaining your own financial resources?
   5. What duties and responsibilities pertain to the repayment of loans?
   6. Where do you write to obtain information on scholarships?
   7. Are you willing to make a plan and work toward following it?
   8. Have you and your parents discussed your plans for post-secondary training and how it will be financed?

PERSONAL BUDGET FORM

You have just completed your training and you are now a qualified ________________.

You have moved to ______________________ for your first job. You are married
(town)
and must purchase a car.

Your monthly salary based on your study of your choice of a career occupation is $________.

Monthly expenses you may be expected to pay are as follows:

1. Rent or house payment: $____________
2. Grocery bill: $____________
3. Insurance: Car $_____________, Health $_____________, Other $___________
4. Utilities: $_______________ Deposit on utilities $______________________
5. Medical and/or Dental: $____________
6. Car Expenses (to include gas): $______________
7. Car Payment: $____________
8. Clothes: $_____________
9. Cleaning and Laundry: $______________
10. Recreation: $______________
11. Taxes: Federal $____________, State $_____________, Sales $____________
    Property $___________, Social Security $_________________
12. Retirement: $______________
13. Lunch if away from home: $____________
14. Church or other organization (to include civic clubs): $_____________
15. Professional or union dues: $___________
16. Savings: $__________
17. Emergency Expenses: $______________

UNIT 28. FINANCIAL PLAN FOR OBTAINING EQUIPMENT, SUPPLIES, TOOLS, AND FACILITIES NEEDED TO ENTER THE SELECTED OCCUPATION

PURPOSE OF UNIT: Certain items must be obtained before starting to work in some occupations. It will be easier to acquire these items if their purchase can be spread over a period of time. Even though it may be a long time before the student will actually need the equipment, supplies, tools and facilities to work in a chosen occupation, the student should recognize the need for and cost of such items. This information may help the student in selecting or rejecting an occupation. Being aware of the cost of equipment and other items needed to enter a particular occupation enables the student to plan for their acquisition over a period of time. Students should be encouraged to talk with employees working in the occupational area chosen to obtain first-hand information on the tools needed, if any.

TEACHERS' SECTION

A. Teacher Objectives
   1. To explore ways and means of obtaining the necessary equipment and other items necessary for working in certain occupations.
   2. To help students to understand the scope of investment in equipment and tools required to work in certain occupations.

B. Suggested Teaching Activities
   1. Provide the students with a budget form to record needs and costs, and a plan to finance the cost. (See business math book for form.)
   2. Prepare a list of lending agencies.
   3. Discuss the cost of interest of different types and length of loans.
   4. Develop a skit. (Use a mock lending agency and allow students to apply for loans.)
   5. Inventory the facilities required for selected occupations.
   6. Make a complete financial budget for a chosen occupation.
   7. Ask resource people to discuss how they obtained the necessary items for working in their occupations.
   8. Take a field trip to show needed facilities for certain occupations.
   9. Ask students to confer with parents, counselors, and the business teacher in making their plans for obtaining equipment and other items.
   10. Visit a bank or other lending agency.
   11. Collect,for distribution to students, pamphlets, brochures and other materials from lending agencies which students can use to understand loan policies.

C. Factors to Consider
   1. Fixed Costs
      a. Land or rent
      b. Facilities
      c. Equipment

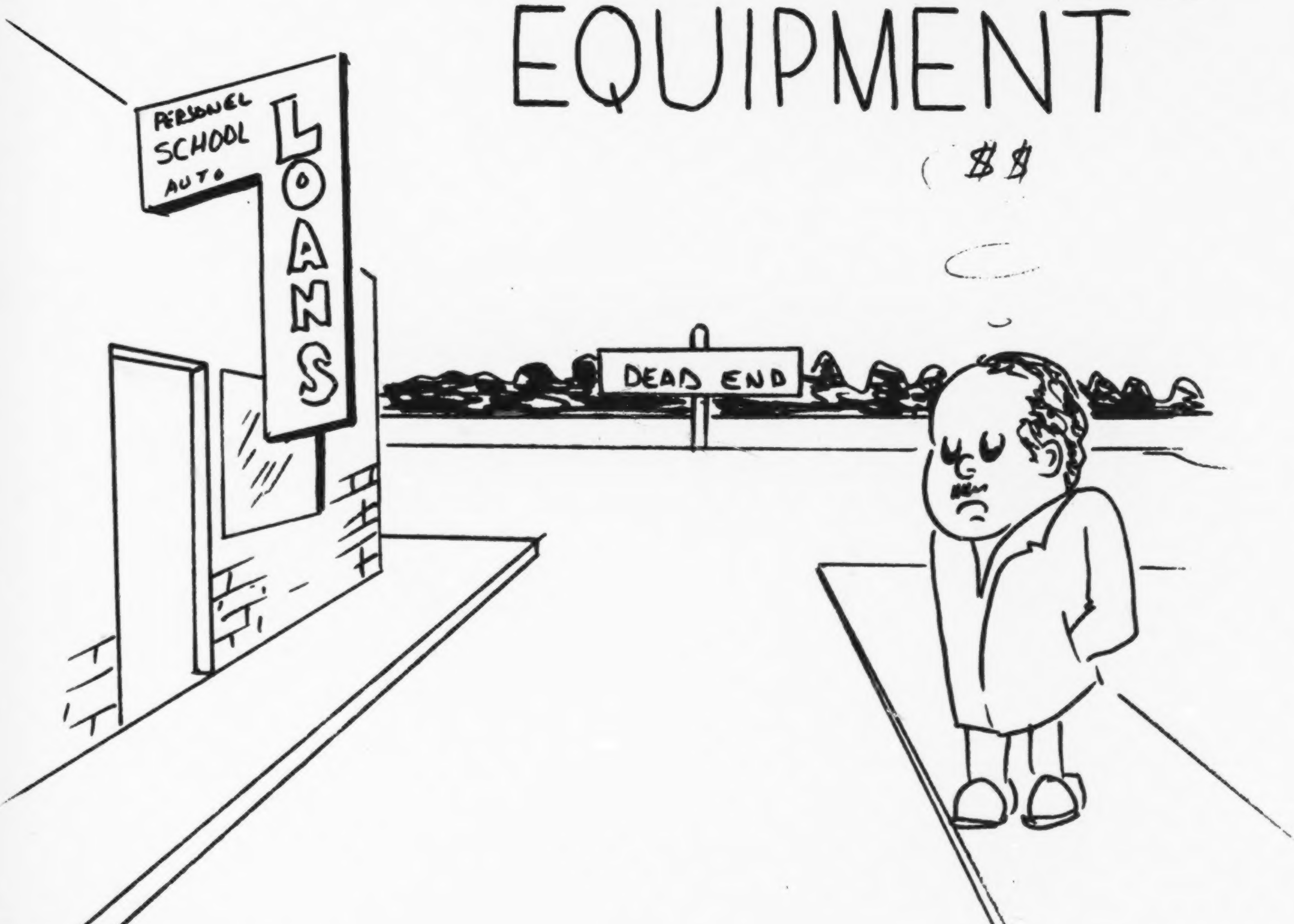
- d. Machines
- e. Tools

2. Variable costs
   - a. Operation and labor
   - b. Interest
   - c. Insurance
   - d. Advertisement
   - e. Professional dues
   - f. Clothing
3. Other items
   - a. Where to obtain financing
   - b. Fringe benefits of occupation

D. References

1. Catalogs of equipment for obtaining prices
2. County Extension Service and the Production Credit Association for information on agricultural occupations.
3. Business teacher of local school.
4. Vocational teachers in the school.
5. Local employees and employers.
6. Union representatives.
7. Representatives of local lending institutions
8. Farmers Home Administration (FHA) makes loans for building houses and purchasing land
9. Veterans Administration loans to veterans
10. Audio-visual - Banks and Credit - Educational Film Library, School of Education, University of Miss., University, Miss. 38677 $1.50
11. Truth in Lending, Federal Reserve Bank of Philadelphia, Public Information Dept., Philadelphia, Penn. 19101
12. Economic Review, 1971, Research Dept., Federal Reserve Bank of Cleveland, P. O. Box 6387, Cleveland, Ohio 44101

FINANCIAL PLAN FOR BEARING THE COST OF YOUR TRAINING EQUIPMENT


PERSONEL
SCHOOL
AUTO
LOANS
$$
DEAD END

STUDENT SECTION - UNIT 28

A. Student Behavioral Objectives

Upon completion of this unit the student, on a written test, will be able to:

1. Name four kinds of lending agencies according to the information in this unit.
2. List two reasons why caution should be practiced in borrowing money, according to information contained in this unit.
3. Write a minimum of one hundred words which, in the judgment of your teacher, shows an understanding of the reason for various interest rates being charged by different agencies.
4. List at least two reasons why the Truth in Lending Bill was passed by Congress, according to information in this unit.
5. Answer 80% of the questions on a teacher made test relating to the material contained in this unit.

B. Pretest

Read each of the following statements and indicate whether you believe each statement to be true or false.

1. Ancient peoples did not use credit.____________________

2. People use more credit now than they did fifty years ago.__________

3. Before the Truth in Lending Bill, many people did not know the cost of credit.____________________

4. All lending agencies charge the same interest rate.____________

5. Being in debt is no longer frowned upon.________________

6. Credit is difficult to obtain. ____________________

7. Borrow your money anyplace you can get it, because you only get what you pay for.____________________

8. The Farmers Home Administration will loan money to anyone with good credit.____________________

9. A veteran may be able to get a loan from the veterans administration. ____________________

10. A lender would not be interested in what you are going to do with the money borrowed. ____________________

11. A chattel mortgage shows that the lender has a claim on your property. __________________

12. If someone co-signs a note for you, he may have to pay your debt. __________________

Answers

1. false
2. true
3. true
4. false
5. true
6. false
7. false
8. false
9. true
10. false
11. true
12. true

C. Body

In order for you to become employed in some occupations, you will need to consider a plan for buying the necessary equipment, supplies or perhaps land or buildings. The cost of owning and operating your own farm is much greater than it was just a few years ago. In fact, many would say it is the most expensive occupation to enter if you plan to own your own land and equipment. Even for those who borrow money to buy land and equipment the amount of down payment money needed and your credit standing in order that you be able to secure a loan can be a problem.

The trend continues, that increased following World War II, for credit to be a very important factor for the self-employed worker and for others needing equipment or facilities in order to enter their chosen occupation. The use of credit is centuries old, but its growth has been tremendous during the last three decades. Only recently has the wage earner, the average individual, been able to borrow money so easily.

There is so much credit that it became necessary for Congress to enact legislation to help the lender understand what he is agreeing to do when he signs a loan contract. In 1968 Congress passed the Truth in Lending Law which requires the lender to tell the customer what he is agreeing to do and to explain the loan to the customer.

Commercial banks are the largest single source of consumer credit. Finance companies, small loan agencies, Mutual Savings Banks and other agencies make loans to businesses or individuals.

Attitudes toward borrowing have changed from a time when to be in debt was to be strictly avoided to a time now when almost everyone borrows money.

The Farmers' Home Administration lends money directly to farmers to build homes and to purchase tools and machinery. This is a credit available to persons who are unable to get credit elsewhere on reasonable terms. The Small Business Administration is a government agency which loans money to individuals who are opening businesses and are in need of credit at a reasonable rate of interest.

Many persons feel that caution should be used in borrowing money because of the unexpected financial problems that one may face which make it very difficult and cometimes impossible to repay the loan. You will want to carefully consider the money available with which to repay your loan before you borrow from any lending agency.

D. Review
   1. Why is it important to develop a plan for obtaining the tools necessary for working in an occupation?
   2. How soon should one start accumulating the items needed for working in an occupation?
   3. How is depreciation on equipment figured?
   4. How is interest on investment figured?
   5. What fringe benefits are provided in your chosen occupation?

CHAPTER VI.

PROCEDURE FOR SEEKING, GETTING, AND KEEPING A JOB

PURPOSE OF CHAPTER: When a student learns how to solve a math problem the technique may not be applied on the job until several years later. The same is true regarding some of the techniques of being placed in a job and working at the job that will be studied in this unit. Job placement is important to all who seek entrance into gainful employment; therefore, students involved in a comprehensive study of the world of work at the junior high level should have the opportunity for a complete study of it. Successful job placement depends to a great extent on personal development, one of the major concerns of the vocational orientation course. Personal development must start early and continue as part of the developmental process that takes place in elementary school, junior high school, senior high school, post-secondary training, and in later life. Job placement is the last unit in the orientation course. It should be reviewed again with students during the last part of their senior year.

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UNIT 29. HOW TO FIND A JOB

PURPOSE OF UNIT: There are many ways to find a job and the student needs to know about them. Job seekers can advertise their qualifications and availability as well as respond to the advertisements of employers. Students should also be made aware of the free assistance available through public employment offices.

TEACHERS' SECTION

A. Teacher Objectives
   1. To help students learn the various ways jobs are advertised.
   2. To help students learn how the job seeker can advertise.
   3. To develop the essential techniques for finding a job.

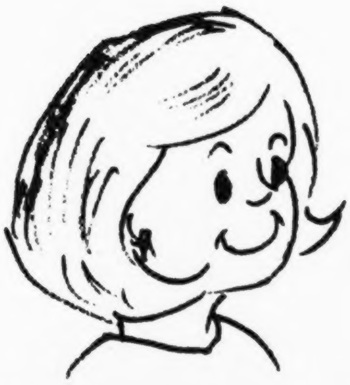
B. Suggested Teaching Activities
   1. Have student go by the Employment Security Office (ESD) and obtain a list of job openings and applications to be used in Unit 30.
   2. Use an ESD employee as a resource speaker for the class, or take a field trip to the local ESD office.
   3. Conduct a panel discussion on the information obtained from the ESD.
   4. Make a chart on important facts about the public employment service.
   5. Collect names of private employment agencies from the yellow pages of the phone book. Determine whether or not they specialize in certain jobs.
   6. Compare the application form of a private agency with the application form from ESD.
   7. Discuss the cost of private employment agencies' services.
   8. Check want ads for private employment agencies' advertisements.
   9. Have students obtain information from one or more private employment agencies and become familiar with its policies.
   10. Let students go through help-wanted ads in local and state newspapers.
   11. Compare private employment ads, blind ads, and open ads by employers.
   12. Break ads down into two component parts: (1) what the employer is looking for and (2) what the employer has to offer. Have students list what they have to offer and compare the two.
   13. Collect and compare want ads from newspapers of other areas.
   14. Check major and local newspaper ads for job lists.
   15. Develop a file of want ads.
   16. Have each student write a job wanted ad.
   17. Discuss where such ads should be placed: (1) newspapers, (2) trade publications, (3) other publications.
   18. Have students study job-wanted ads in local and state newspapers.
   19. Find out the cost of publishing ads.

20. Have students make a list of officials who may be able to help them secure a job.
21. Ask students to visit with friends and neighbors concerning job openings.
22. Contact city and county officials about available positions.
23. Have students ask their friends and neighbors about how they acquired their jobs.
24. Ask students to discuss possible job openings with their neighbors.
25. List possible contacts with prospective employers by using the yellow pages of the phone book.
26. Ask students to contact an employer about an opening to determine the type of job available.
27. Develop a list of local employees from various local industries.
28. Have union representative discuss job opportunities with the class.
29. List the types of unions represented in the community.
30. Obtain and show filmstrips on job finding techniques.
31. Study union bulletins.
32. Ask students to get job listings and application blanks from the post office for civil service positions.
33. Make a list of the civil service jobs available.
34. Arrange for interested students to take a civil service examination.
35. Use resource personnel such as recently hired employees.
36. Study civil service references.
37. Make a list of the new firms in the community.
38. Make a list of new firms under construction.
39. Make a list of potential job openings due to new construction in the local area.
40. Have students list jobs they have held previously either full or part-time.
41. Interview former employees to determine why they left their former employer.
42. Contact the Better Business Bureau regarding the reputation of some local companies.
43. Obtain a list of job openings from an institutional placement service.
44. Use resource personnel from the Army, Nave, Air Force and Marines.
45. Use bulletins from the military services.
46. Obtain bulletins or filmstrips about the Job Corps.

C. Factors to Consider
   1. Public employment service
   2. Private employment agencies
   3. Help wanted ads
   4. Situation wanted ads
   5. Friends and neighbors
   6. Direct contact with employers
   7. Union business agents
   8. Civil service jobs (city state, Federal)
   9. Follow-up of new construction and contracts
   10. Contacts with former employers
   11. Armed Services careers
   12. Placement services of institutions and industry
   13. Job Corps
   14. Professional association placement services

D. Reference
   1. Let's Find A Job, pamphlet from local Employment Security Office.
   2. Choosing Your Occupation, State Employment Service.
   3. "Your Job Interview", filmstrip which can be obtained from local J.C. Penney Store.
   4. Getting a Job with a Future, J.I. Biegeleisen, Publishers: Grosset and Dunlap, New York.
   5. "Finding the Right Job", Film from State Department of Education Film Library, Little Rock, Arkansas 72201.
   6. Encyclopedia of Careers, Doubleday and Company, Garden City, N.Y.
   7. Charting Your Future, Lambert L. Gilles, SRA, 259 Erie Street, Chicago, Illinois.
   8. You and Your Job, Blackledge, Blackledge, and Keily, South-Western Publishing Company, Cincinnati, Ohio.

HOW TO FIND
A JOB



EMPLOYMENT
OFFICE

NEWSPAPER
ADS

BLOSTER YOUR POISE BY REMINDING YOURSELF OF:

1. YOUR PERFECT GROOMING.
2. YOUR CAREFUL PLANNING.
3 YOUR SUCCESS IN WINNING THE JOB.

FRIENDS

BULLETIN
BOARDS

PLACEMENT
OFFICE

STUDENTS' SECTION - UNIT 29

A. Student Behavioral Objectives

Upon completion of this unit, the student will be able to:

1. List at least four of the five steps involved in marketing his services as listed in the unit.
2. Correctly list, as judged by the instructor, at least four assets he could present to a future employer.
3. Write, to the satisfaction of the instructor, a short essay explaining the job market of their interests.
4. List at least five of the seven important facts concerning the changing job market as presented in this unit.
5. Identify four possible sources for locating likely employers who need workers as presented by the unit.
6. Write, to the satisfaction of the instructor, a short essay explaining how to set up and use a prospect file as explained in this unit.
7. Correctly define, as judged by the instructor, help wanted ads as compared to situation wanted ads.
8. List at least three agencies found in the local community which, in the judgment of the instructor, help find employment for young people.
9. Correctly respond to at least 80% of the objective questions on a teacher-made test concerning the material covered in this unit.

B. Pretest

No pretest has been developed for this unit. It was felt that the teacher, knowing the local area, would be better qualified to construct a test concerning how to find a job in each individual community.

C. Body

Locating an available job of your liking is a job in itself. Job hunting to find and land the right job for you takes know-how. Young people just entering the labor market can expect to find many jobs during the course of their lives. The more you know about how to get a job, the more successful you will be.

Job hunting is actually a selling job. Getting the job of your choice is much like a sales campaign. You are marketing your services. Certain definite steps are involved in marketing your skills and ability.

1. You must know your skills and abilities.
2. You must become familiar with that part of the job market that needs your particular services.
3. You must find companies or employers who have vacancies for people with your skills and abilities.
4. You must sell yourself as the prospective employee best qualified for the job.
5. You must tactfully follow up the employment interview until you have the job or find you have not been selected for it.

Let's look at each of these five steps further. The first step in getting a job you want is to know what you have to offer to a prospective employer. You must know the product you are trying to sell. Whether you have had specialized training and work experience or not, you will find it helpful to add up in your mind what you have to interest a prospective employer. The more you know about the requirements of a particular job, the better you can present your qualifications for that job.

The following suggestions will help you tally your assets as you prepare to get the job you want:

1. What special training have you had?
2. What work experience have you had?
3. What school subjects have you had the most interest in?
4. What are your hobbies?
5. What are your career plans?

The second step in getting the job you want is to become familiar with the job market in which you are planning to sell your services.

Fortunately, you already know something about fields of work and what men and women in your area do to earn a living. From early childhood you have come in contact with people working in a wide variety of occupations and you have learned from them something about what they do and what their jobs require.

Many of the topics presented earlier in this series of units have looked at the various groupings of jobs. We are living in a rapidly changing employment world, and the outlook is quite different from a few years ago. Following are some important facts to keep in mind as you seek employment:

1. The day of the unskilled worker is dying.
2. Semiskilled labor will increase slowly as compared with other fields of work.
3. Skilled workers will increase.
4. The big opportunity will be for college-trained professional workers.
5. White-collar jobs are replacing blue-collar jobs.
6. Rapid advancement and promotion for young people may be better than they have ever been.
7. Opportunities for women in almost any occupation will be better than ever before.

What are the implications of these long-range job market trends for you?

1. It is important to get all the education you can before you look for full-time employment.
2. If college is not for you, get the best technical, or vocational training possible.
3. You may have to leave home. Americans move about more than any people on earth.

Now you are ready for step 3: locating likely employers who need workers with your skills and abilities. Here are some of the most successful ways to enter the job market.

Suggestions from friends and relatives - Tips from friends and relatives open more doors to more jobs than any other single means. You can easily see why. Employees usually know about resignations and openings in their firms sooner than people on the outside do. Insiders may also have influence with those who do the hiring. Using tips and influence is a legitimate means of getting a job, but you will want to be careful not to take unfair advantage of them.

Personal applications - "Cold Canvassing" involves plenty of sidewalk pounding, doorbell ringing, and reception room waiting, but it is the second best job-hunting method. As every salesman knows, there is a direct connection between his volume of sales and the number of calls he makes in a day. The same principle applies to job finding.

Contacts with former employers - It is a good idea to maintain contact with every employer for whom you worked, even part-time, during your school days. If you have given satisfaction and he feels you are prepared to do a permanent job well, he may put you on his payroll. If he doesn't have an opening, he may be able to help you get a job elsewhere.

Employment agencies - You may find a number of agencies in your community that have employment divisions. The YMCA, YWCA, B'Nai B'Rith, and the Boy Scouts are some of the agencies that might be helpful in finding job openings. Often community organizations such as the Kiwanis maintain a placement service for young people.

Be sure you register with the local employment office of the state employment service. These offices serve as a free employment service agency available to the general public. They are thoroughly familiar with the job openings in your community.

In some communities there are private employment agencies that provide excellent service for a fee - sometimes paid by you, sometimes by the employer. It is a good idea to study carefully the provisions of the contract you will be required to sign and it would pay to investigate the reliability of any private employment agency you are considering. Most agencies are reputable and will welcome investigation.

Newspapers - Look over the "help wanted" ads in your local newspapers every day and waste no time in contacting the advertiser, by phone, letter, or in person. You also could consider advertising yourself in the "situation wanted" section of the classified ads in the local newspaper. Look for advertisements of new businesses moving into your community. Become a constant reader of the classified ads and business section of your daily papers.

Letters of application - The purpose of the letter is to obtain an interview. Often an application letter is the only way to secure an appointment with a busy employer. The more interviews you can get, the better are your chances of finding a job.

Union Hiring Halls - Applicants seeking employment in an organized union field should contact the business agent or some other representative of the union. He will have information about apprenticeships, probationary requirements, methods of hiring, and job opportunities in the field.

Government personnel offices - You may find that various departments of the city, county, and state governments maintain personnel offices in your area. Here you can find out about the types of jobs offered, qualifications required, and examinations necessary for the jobs available. Jobs in the Federal government are secured through civil service examinations. These are announced from time to time -- sometimes in newspapers, but always by notices posted in first and second-class post offices.

Step Four: When you have acquired a list of likely employers, the real challenge begins. Since you are now in the job-finding business you should know how to set up a prospect file. Here's how you do it:

1. Get a supply of 3 x 5 inch or similar size cards and a small box into which the cards will fit.
2. Allow one card for each prospect. Put the following on each card: name of company, address, telephone number, and name and title of the person you wish to contact.
3. Arrange the cards alphabetically.

After each visit arrange the cards into a follow-up section and a discard section. In the follow-up section place the cards that seem to have possibilities. Keep the discards for possible later reference.

Some job seekers set out for interviews armed with letters of recommendation, personal folders, and samples of their work. Many, however, lack one important bit of information - a knowledge of what the employer wants. When you interview, the man across the desk is measuring you against the requirements of a particular job. His judgment will determine whether you are hired.

Step Five: If you feel your interview has been encouraging, put the employer's card in your follow-up file. Ask for an interview again within two weeks to a month's time. The follow-up card may land you the job. Be willing to take any tests the interviewer suggests. Many business and industrial firms use testing programs to help select, place, and train employees.

A thank-you note sent to an interviewer often is a courteous gesture and is helpful in reminding him of your interest in the job.

If you fail to get the first job you apply for, don't be discouraged. Make a list of the strengths and weaknesses of your interview; this will help you do better next time. Practice your sales presentation speech. Do you need more preparation? Discuss techniques of getting a job with your friends and family. They may be able to give you good advice that will help you improve your next interview.

The following lists of "Dos and Don'ts for Job Seekers" may be of interest to you in considering the job interview.

Dos for Job Seekers

DO Stress your qualifications for the job opening.
DO Recount experience you have had which would fit you for the job.
DO Talk and think so far as possible, about the future rather than the past.

DO Indicate where possible, your stability, attendance record, and good safety experience.
DO Remember that older employees are capable, dependable, trainable, careful, and steady.
DO Try to learn ahead of time about the company and its products.
DO Assume an air of confidence.
DO Approach the employer with respectful dignity.
DO Try to be optimistic in your attitude.
DO Maintain your poise and self-control.
DO Try to overcome nervousness or shortness of breath. (It helps to take a deep breath.)
DO Hold yourself erect.
DO Apply for a specific job or jobs.
DO Answer questions honestly and with straightforwardness.
DO Stress the contribution you can make to the enterprise.
DO Have available a list of former employers, time, and period of service.
DO Apply for the job in person.
DO Let as many people as possible know you are "job hunting".
DO Know the importance of getting along with people.
Do Recognize your limitations.
DO Make plenty of applications.
DO Indicate your flexibility and readiness to learn.
Do Be well groomed and appropriately dressed.

DON'Ts for Job Seekers

DON'T Keep stressing your need for a job.
DON'T Discuss past experience which has no application to the job situation.
DON'T Apologize for your age.
DON'T Be untidy in appearance.
DON'T Display "Cocksureness".
DON'T Cringe or beg for consideration.
DON'T Speak with muffled voice or indistinctly.
DON'T Be one of those who can do anything.
DON'T Hedge in answering questions.
DON'T Express your ideas on compensation, hours, etc. early in the interview.
DON'T Hesitate to fill out application, give references, take physical examination, or tests on request.
DON'T Hang around, prolonging interview, when it should be over.
DON'T Go to an interview without a record of your former work connections.
DON'T Arrive late and breathless for an interview.
DON'T Be a "know it all: or a person who cannot take instructions".
DON'T Depend upon the telephone for your job.
DON'T Isolate yourself from contacts who might help you find a job.
DON'T Feel that the world owes you a living.
DON'T Make claims if you cannot "deliver" on the job.
DON'T Display a feeling of inferiority.

D. Review
1. What steps should one follow in finding a job?
2. What are the functions of the State Employment Service?
3. Where is the nearest ESD office and how can it help you find a job?

4. What is the difference between help wanted and situation wanted ads?
5. What are the advantages and disadvantages of civil service jobs?
6. What can former employers contribute to job hunters?
7. How can friends sometimes help you obtain a job?

UNIT 30. PREPARING A JOB APPLICATION

PURPOSE OF UNIT: Various kinds of application forms are used among different employers. Students should become familiar with application forms and procedures which are appropriate when applying for a job. The students should be given an opportunity to practice completing application forms and to discuss the importance of completing them accurately and neatly.

TEACHERS' SECTION

A. Teacher Objectives
   1. To consider the different ways to apply for a job
   2. To discuss appropriate techniques for completing application forms
   3. To provide instruction and practice in preparing a good resume
   4. To develop the ability to write a good letter of application

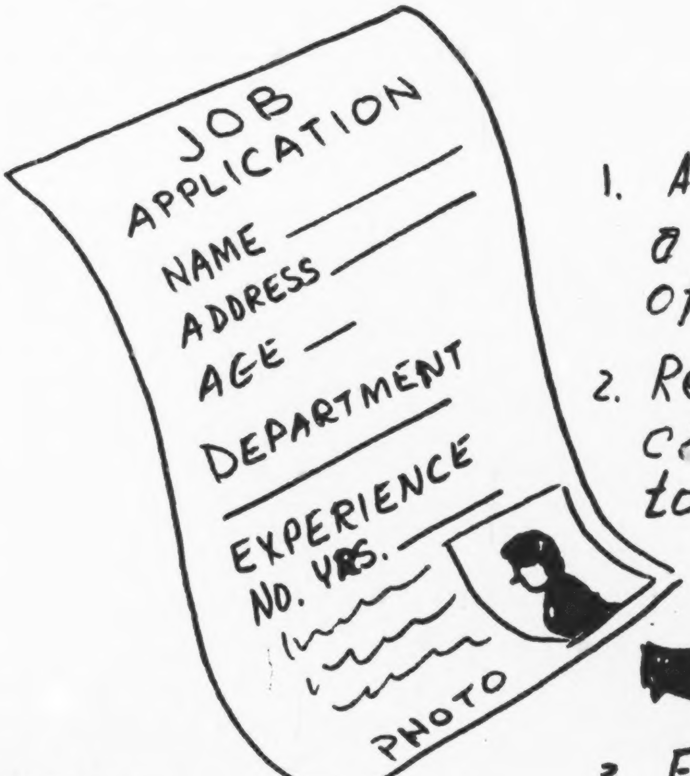
B. Suggested Teaching Activities
   1. Each student should learn about a firm that interests them.
   2. Students might visit one firm to learn about its operations.
   3. Develop a sample letter of application for a job and discuss the major points to be included.
   4. Have students write a letter of application for a job.
   5. Use a role playing telephone conversation with students acting as prospective employers and employees.
   6. Ask students to develop a list of "do's" and "don'ts" to follow when making contact by phone.
   7. Have students fill out a standard application form. (Secure forms locally.)
   8. Give students practice in filling out job application forms obtained from local businesses.
   9. Have students prepare a list of what is needed when applying for a job. (Social Security card, draft classification, references, etc.)
   10. Make a list of "do's" and "don't" to follow when completing application forms.
   11. Show a sample resume on the overhead projector and give them a sample format.
   12. Have students prepare their own resume.
   13. Invite personnel managers to discuss the points they look for in a letter of application form and resume.
   14. Develop a check list for evaluating a job application.

C. Factors to Consider
   1. Learn about the firm before contacting the employer
   2. Making contact with the employer by letter
   3. Making contact with the employer by phone
   4. Filling out application forms to be mailed to the employer

5. Preparations to be made before going to the employer's office:
    a. Prepare a resume of experience and qualifications
    b. Review your qualifications for the job
    c. Review your reasons for wanting the job

D. References
1. Employment Security Division
    a. Let's Find a Job, Pamphlet
    b. How to Prepare Yourself For a Job Interview, Pamphlet
    c. Job Hunting, Pamphlet
2. Applying For a Job (self-study guide for students), The Interstate Printers and Publishers, Danville, Illinois
3. What to do When - Tips on Etiquette For Teen-Agers, The Interstate Printers and Publishers, Danville, Illinois
4. Personnel managers from local industry or businesses.
5. How to Fill Out Application Forms, Manuals A. & B., Hobbs, Dorman and Company, Inc., New York, New York
6. Filmstrips from Educational Projections, P. O. Box 1187, Jackson, Mississippi
7. How to Go About Getting a Job With a Future, J.I. Biegeleisen, Grossett and Dunlap Publishers, New York, New York
8. How to Get The Job, Mitchell Dreese, SRA, 259 Erie Street, Chicago, Illinois
9. You and Your Job series, J. G. Ferguson Publishing Company, Chicago, Illinois
10. What Employers Want, SRA, 259 Erie Street, Chicago, Illinois

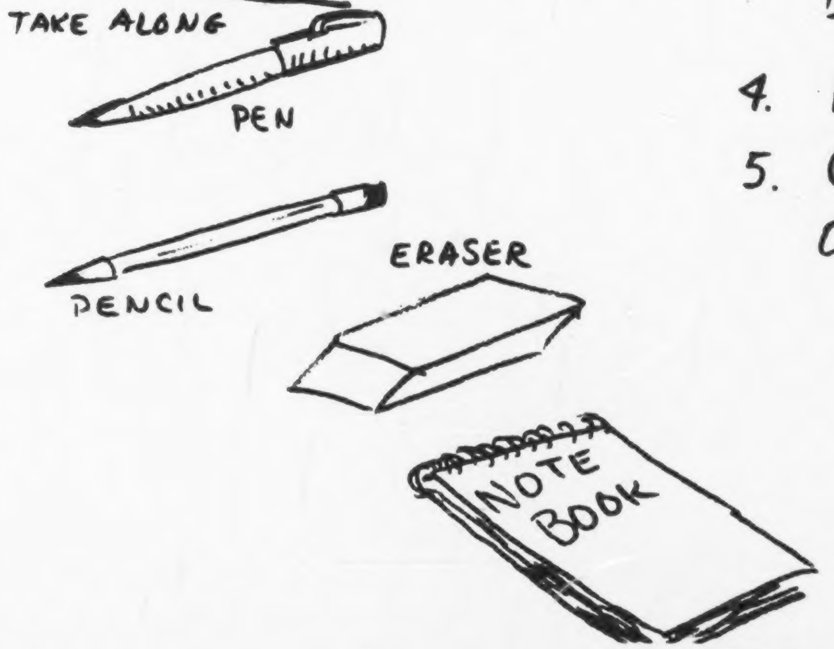
HOW TO PREPARE
AN APPLICATION
FOR A JOB


JOB
APPLICATION
NAME
ADDRESS
AGE
DEPARTMENT
EXPERIENCE
NO. YRS.
PHOTO

1. An application gives the employer a preliminary impression of you.
2. Read the application blank carefully before attempting to answer ➡ questions.
3. Frame your answers concisely, briefly, and carefully.
4. Enclose photo
5. Check carefully for errors or omissions.

BE PREPARED

TAKE ALONG


PEN
PENCIL
ERASER
NOTE BOOK

STUDENTS' SECTION - UNIT 30

A. Student Behavioral Objectives

Upon completion of this unit, the student will be able to:

1. Write, to the satisfaction of the instructor, a proper letter of application.
2. List at least 8 important facts that must be included in a letter of application as mentioned in the unit.
3. List at least 5 questions that can be anticipated to be on most job applications as stressed in the unit.
4. Correctly describe, in the judgment of the instructor, the information that should be included in a personal folder or resume.
5. List 5 "do's" and 5 "don'ts" which, in the judgment of the instructor, should be followed when completing various application forms.
6. Prepare, to the satisfaction of the instructor, a sample resume of his job qualifications.
7. Answer correctly at least 80% of the questions asked on a teacher made objective test covering the material in this unit.

B. Pretest

1. What should be included in a letter of application?
2. What is a resume?
3. List five "don'ts" when writing a letter of application.
4. List five things you may be asked when filling out a job application.
5. Should you use a pencil when writing a letter of application?
6. Is a post card considered a correct way to apply for a job?
7. Why should the application form be neatly filled out?
8. Why should you include evidence of your extracurricular activities in your resume?
9. Are employers interested in your hobbies?
10. Should you expect to take some form of written test as a part of your employment application?

C. Body

At some time during your job hunt you probably will have to write a letter to a prospective employer in answer to a "help wanted" advertisement or to follow up an interview.

If you have ever tried writing a letter applying for a job, you know it requires time and thought. In addition to providing the factual information which you consciously include, your letter will tell the employer many things about you: your ability to write, think, and express yourself intelligently; your attitude toward the job; and your originality. Here are some of the most important things to keep in mind when you write a letter of application:

1. Type your letter, or write in ink. Never use pencil.
2. Use good-grade, standard-size paper, preferably 8½ x 11 inch white bond. Do not use letterhead stationery unless it is your own. Never use a postcard. Write only on one side of the paper. Never send a letter marked by erasures or ink blots or one that is messy in appearance.
3. Be careful to use correct spelling and punctuation.
4. Whenever possible, write to a specific individual rather than to a firm. You can usually obtain - by telephone, if necessary - the name and title of the person to whom you should apply. Be sure to spell names correctly. If you can't get an individual's

name, you'll be pretty safe in addressing your letter to the personnel manager.

5. Be original in your letter-writing approach if the job for which you are applying requires originality. Unless your letter stands out from the others in the employer's morning mail, and unless it makes a good impression on him, it's likely to go into the wastebasket. For most jobs, a clear, well-written letter will serve the purpose.
6. Begin your letter by stating exactly what position or type of position you are seeking, and why you think your services would be an asset to the firm. Be brief and come to the point quickly.
7. Do not go into detail about abilities and background, but enclose a copy of your personal folder to cover those points.
8. State in your letter that you will be glad to appear for an interview at the employer's convenience, and be sure to say where and when you can be reached.

WANTED

High School Graduate to work in machine shop. Excellent opportunity for advancement for young man with mechanical aptitude and willingness to learn. Give full details.

P. O. Box 123 - Anywhere, Arkansas

The following sample of a letter of application to the above ad will give you an idea of the type of letter employers like to receive - the kind of letter that should smooth the way for an interview and give the prospective employer a favorable picture of you before he even sets eyes on you!

243 North Street
Dewdrop, Ark.
June ---, 19 ---

P. O. Box 123
Anywhere, Arkansas

Dear Sir:

I wish to apply for the machine shop job advertised in this morning's Herald. It sounds just like the type of work in which I am interested, and I believe I have the qualifications for the job.

I am enclosing a personal folder which describes my qualifications. You will note that I have already had some experience along mechanical lines, and I am eager to have the opportunity to learn more. I read Popular Mechanics each month and have a workshop in the basement at home where I like to experiment with mechanical gadgets. Right now I am building a small stationary steam engine.

I would appreciate the opportunity of coming to see you and learning more about the job. I can be reached at 521-3306.

Sincerely yours,

Emmett Durrum

Emmett Durrum

Enclosure

When applying for most jobs, you can expect to be asked to fill out various application forms and take certain employment tests. This procedure is commonly employed by most large industries and businesses. Accurate and complete answers are essential for your application to be properly considered.

You can anticipate beforehand most of the questions asked on the application form, and you can have your data prepared ahead of time. Dates and places of training, dates and places of former employment, and names and addresses of character references are certain to be asked. Be sure to know your Social Security number or have it written down and with you when you fill out employment application papers. You may also find it helpful to know your car license number and insurance company. If you have these facts on hand, you can complete the forms quickly and accurately. Remember, the responsibility for filling out job application forms properly is yours, not your future employer's.

Before you start to look for a job, it's a good idea to prepare a personal folder or resume to be enclosed with letters of application that you may send to or leave with prospective employers. This personal folder will present, in an outline form, information about you, your education, training, experience, and other items of interest to the employer.

Your folder, not more than two pages neatly typed or written in ink, shouldinclude:

1. Your name, sex, age, height, weight, address and telephone number.
2. Educational background, including names of all schools attended, years of attendance, diplomas received, courses of study and major subject interests.
3. Work experience, including part-time, names and addresses of employers, dates of employment and names of supervisors on the job.
4. Extracurricular activities, including school clubs and community organizations in which you took part.
5. Leisure time activities and interests, including hobbies and sports.
6. A list of references, including teachers, former employers, adult friends and community leaders.

It might be a good idea, although not necessary, to clip or paste a small picture of yourself to the resume.

A large manila envelope makes a serviceable kit for your resume and other information you think an employer could make use of, such as letters of recommendation and other items of interest. Make sure your personal folder and other information are arranged in an orderly, businesslike fashion.

PITFALLS OF UNSUCCESSFUL LETTERS OF APPLICATION

1. Many letters were unbusinesslike in appearance and form because of:
   a. Inappropriate paper
      - social stationery: gray, green, yellow, blue, and pink with scalloped edges (actually!)
      - fancy folders and cards
      - odd-sized sheets from lined tablets, loose-leaf notebooks, and memo pads
   b. Incorrect headings
      - no headings
      - headings composed of the date only
      - headings with no date or with date preceding the address
      - headings with the name of the writer included
   c. Errors in inside addresses and saluations
      - inside address omitted
      - salutation followed by a comma or semicolon instead of a colon
      - "Dear Gentlemen" as the salutation
   d. Poor arrangement
      - crowded; too-narrow margins; unbalanced placement
      - ineffective paragraphing

2. Many uninteresting opening paragraphs. The majority of the letters - 61 out of 75 - began with a sentence very similar to the following:

   I am writing to reply to yourhelp wanted ad (usually misspelled add) in the Hometown News.

   I read your ad in the paper and would like to be considered an applicant for the job.

   Reading the same opening over and over again became monotonous. Mr. Williams looked for an applicant who would show his personality in an opening sentence that did not sound just like all the others.

3. Some applicants stressed their need for the job instead of their qualifications to help the company on the job. Mr. Williams was interested in someone who would do the work. He was not favorably impressed by such selfish appeals as the following:

   1. I am applying for this job because I am in need of a summer job which will help pay my expenses in college this fall.
   2. I am in dire need of a job at this time and am willing to work at anything.
   3. This job would fit into my plans.
   4. This job would help to supply not only needed experience but also needed funds.

4. Some applicants gave no specific details of their qualifications. "I can type" told Mr. Williams practically nothing.

5. Many applicants omitted names of people who could testify concerning their ability. Some applicants didn't mention references. Others, instead of listing references, wrote that they would be willing to furnish them if they were asked to do so.

6. Many applicants closed the letters with general remarks. Instead of closing the letters with a request for an interview or some other definite reference to the job for which they were applying, too many applicants closed with variations of the following: "I will be very glad to hear from you soon," "Hoping to hear from you," or "I will appreciate hearing from you soon."

7. Some applicants began every paragraph and every (almost every) sentence with "I". The monotonous overuse of "I" gave these letters a selfish tone.

8. Many letters contained misspelled words and other careless errors.

D. Review

1. What factors are important when applying for a job?
2. How would you go about applying for a job?
3. How do you make appointments for interviews?
4. How should you dress for an interview?
5. Should one go alone when applying for a job? Why?
6. Why should the application form be neatly filled out?
7. What information should be included in a resume?
8. Why is it so important to be on time for job interviews?
9. What should be done if you are unable to make an interview?
10. Should you always be truthful with your prospective employer? Why?
11. What should be included in the letter of application?
12. Can you talk yourself out of a job? How?

UNIT 31. CONDUCTING AN INTERVIEW

PURPOSE OF UNIT: The interview involves the qualities of self-development sought in Chapter I and many other places in the orientation course. The interview largely determines whether or not the applicant will get the job. Students should realize this and understand why personal development plays a large part in the interview. Students should also be able to see that the successful interview demands the same qualities of personal development that are required to live successfully in society.

TEACHERS' SECTION

A. Teacher Objectives
   1. To help students learn what to expect in an interview and how to prepare for it.
   2. To help students learn the importance of making a good impression during the interview.
   3. To provide practice in conducting job interviews.

B. Suggested Teaching Activities
   1. Invite the home economics teacher to serve as guest speaker to discuss grooming.
   2. Ask students to demonstrate proper and improper grooming.
   3. Use the personnel director of a local industry as a resource person.
   4. Hold a panel discussion on grooming properly for an interview.
   5. Compile a list of questions asked by employers.
   6. Compile a list of questions that should be asked by the hopeful employee.
   7. Role play a proper and improper interview with an employer (record it and then play it back to students).
   8. Prepare a skit to illustrate good and poor manners.
   9. Make a list of reasons why people are turned down for jobs.
   10. Invite a former student to discuss his job interview experience.
   11. Have each student fill out the candidate evaluation form at the end of the student section body Part C.

C. Factors to Consider
   1. Grooming for the job interview:
      a. Importance of a good first impression
      b. Appropriate dress for different kinds of job interviews
      c. Clean, neat, haircut, fingernails, shoeshine, etc.
   2. Questions employer will ask:
      a. Why do you want a job with us?
      b. What previous work have you done?
      c. How much education have you had?
      d. Do you know anyone in the company?
      e. What can you do?
      f. Why did you leave your last employer?

3. Things applicant should ask about:
    a. Permanency of the job
    b. Responsibilities of the job
    c. Hours and working conditions
    d. Advancement possibilities
    e. Salary, vacations and fringe benefits
4. "Don'ts" while being interviewed:
    a. Display nervousness or uneasiness
    b. Dominate conversation
    c. Take someone with you
    d. Criticize former employers or fellow workers
    e. Discuss personal, domestic, or financial problems
    f. Don't be in a hurry
    g. Smoke or use profanity
5. "Do's" while being interviewed:
    a. Be polite, neat, alert
    b. Be prompt
    c. Be natural
    d. Be honest, accurate, and frank
    e. Ask questions about the job
    f. Know your qualifications
6. Manners and etiquette:
    a. Everyone has manners--good or bad
    b. Introductions and greetings
    c. Listen to others
7. Follow up your interview:
    a. Thank you letter
    b. Evaluate your interview
        (1) What went wrong and why?
        (2) How can I improve next time?
    c. Review the questions asked during the interview

D. References

1. How to Get a Job, "The President's Committee on Employment of the Handicapped", Washington, D.C.
2. Merchandising Your Job Talents, U.S. Department of Labor, Washington, D.C.
3. How to Get and Hold the Right Job, Employment Security Division.
4. How to Prepare Yourself for Job Interviews, Employment Security Division.
5. 18 Helpful Hints on Selling Yourself to an Employer, Employment Security Division.
6. Know How to Dress and Look and Teaching Grooming to Teen-Age Girls and Boys, Avon Products, Educational Service, 30 Rockefeller Plaza, New York, New York 10020.
7. Appearance Makes A Difference, Celanese Fibers Marketing Company, Consumer Education Department, 522 Fifth Avenue, New York, New York 10036.
8. You and Your Job, J.G. Ferguson Company, Chicago, Illinois.
9. Your Life Style, American Institute of Men's and Boy's Wear, Inc. 1290 Avenue of the Americas, New York, New York 10019.
10. What to Do When — Tips on Etiquette, Interstate Printers, Danville, Illinois.
11. Filmstrip "Getting and Keeping Your First Job", Guidance Associates, Pleasantville, New York.

12. Filmstrip -- "Your Job Interview", Guidance Associates, Pleasantville, New York.
13. Filmstrip -- "Your Job Interview", local J.C. Penney Store.

322/323

YOUR
PERSONAL INTERVIEW

APPLICATION

STUDENTS' SECTION - UNIT 31

A. Student Behavioral Objectives

The student, upon completion of this unit, will be able to:

1. List at least five factors that contribute to a satisfactory interview as mentioned in the unit.
2. Write, to the satisfaction of the instructor, a short essay on the importance of good grooming to the success of an interview.
3. List, as presented in the unit, at least ten questions that could possibly be asked by an employer in an interview.
4. List four personal qualities of the prospective employee, as stated in the unit, that the interviewer would be interested in.
5. Participate, to the satisfaction of the instructor, in a mock interview with other members of the class.
6. Correctly answer at least 80% of the questions on a teacher-made objective test over the material covered in this unit.

B. Pretest

No pretest has been developed for this unit. The teacher may want to construct, from the material in the unit and the attached pages, his own pretest.

C. Body

Probably the most important phase of the job campaign is the personal interview. All that you have done previously is just a preliminary to the employment interview. Yet very few persons are well prepared for this occasion. Your chance of landing the job depends on what takes place when you meet the prospective employer face to face. You can face this situation with confidence if you have made the necessary preparations for it.

Most of us recognize the value of careful grooming for an interview. First impressions are important when we walk into the employer's office. Check your dress and grooming carefully. Are you personally clean? Are you dressed appropriately? If you are looking for a white-collar job, avoid loud colors and sport clothes. Leave your school clothes at home and dress like a business person. Girls should avoid wearing excessive make-up. Neatness, taste, and personal cleanliness are generally regarded as indicators of your work habits. If you are applying for a blue-collar job, the way you are dressed is not such an important factor. But you may be certain the employer will check for cleanliness and neatness.

Some interviews consist of nothing more than an employer looking over a line of applicants and pointing out those that seem husky enough for the work. Other interviews are long, though friendly, examinations. Still others are merely chatty. The prospective employer is trying, in a few minutes, to judge your potential capacity for growth. He not only wishes to judge your present skills, but he wants to find out about such personal qualities as initiative, reliability, perseverance, maturity, and adjustment to other people.

Your interview really begins the moment you enter the office, where you will probably be met by a receptionist or a secretary. Be on time. Go alone - don't let friends or your parents accompany you. Be polite if you are addressed, but don't talk too much. You would be surprised how often an employer will later ask his secretary: "What did you think of that applicant?"

You may be asked to fill out a job application form while you are waiting for the interview. Fill it out to your advantage. Consult your personal folder or resume when filling out the application form. Be truthful. If you're not, and the employer checks out your application, you will be out of the running for this job. It is best to carry a pen with you for such purposes.

Once you begin the interview, what you say and how you respond to the various questions will be vital to your success. If you have planned the important facts about yourself to be included in your interview, you will promote your own cause and avoid embarrassing silences. If you can answer the employer's questions as directly as possible, you can save his time and still give him a clear picture of your experience and capabilities.

As you size up the interview situation, you can determine whether an aggressive or a more passive role will create the most favorable impression. A straightforward manner and honest answers will produce the best results.

Since each job and each interview present a different problem, some interview tips will help you meet most situations.

1. Introduce yourself and tell briefly who you are and for what job you are applying.
2. Let the interviewer take the lead in the conversation after the introductions are made. He knows what information he wants. Give brief and meaningful responses, supplying only the information requested, unless the interviewer shows he is interested in having you give him more detailed information.
3. Present your personal folder to the interviewer when he asks for detailed facts. If you have additional information, hold it until more facts are requested. Don't shower the interviewer with documents.
4. A number of questions will be asked of you. Answer them directly and truthfully. Use good English and avoid slang. Look at your interviewer while he questions you. Sell your qualifications for the job. He is interested in how you can serve the company.
5. When the interviewer gives you a chance to ask questions, find out about the nature and requirements of the job and its promotion possibilities. Don't ask about salary, working hours, or vacation policy immediately. If the interviewer thinks you are more interested in those aspects of the job than in the service to the company, he may not be eager to put you on the payroll.
6. During the interview be your most agreeable self, for getting along well with others is an important part of every job. Be as poised as possible. Remember that the papers on the interviewer's desk are his personal property. Don't try to read them. Don't tell jokes and don't be overly friendly. Be yourself.

7. The interview will be ended by the interviewer. Usually he will thank you for coming in and tell you he will give your application consideration.
8. At the close of the interview, thank the interviewer for the opportunity of talking with him, refer again to your personal folder, and leave it with him. It contains facts for him to remember, as well as your address and telephone number. As you leave ask, "May I call you in a few days?"

If you conclude the interview with unanswered questions you will feel unsatisfied and doubtful of your position. You will want to know when you will be informed of the decision about the job, since few jobs are obtained with the initial interview. You also may need to know what further steps must be taken to complete the process of application. Planning all the important items of your interview before you start can save many uncomfortable moments during your interview and many misgivings afterward.

A thank-you note can be sent to an interviewer after completion of an interview. This is a courteous gesture and can be helpful in reminding him of your interest in the job.

D. Review

1. Why is appearance important when you apply for a job?
2. What information do you need to know before going for an interview?
3. Are you wearing anything today that you should not wear for an interview?
4. What is meant by appropriate dress?
5. What do manners indicate about a person?
6. Why shouldn't you take a friend along for your interview?
7. Why is it important to be on time for an interview?
8. What could happen during an interview that might cause you to be turned down for the job?
9. Should you try to cover up a bad record or tell the employer the truth?
10. Why should you not talk about personal problems during an interview?
11. Why should you evaluate your job interview?

TYPE OF QUESTIONS YOU CAN EXPECT DURING THE PERSONAL INTERVIEW

Below are listed some of the most often asked questions during the personal interview. To get a general idea as to the line of thought the employer follows, during this interview, be sure and read each one of the questions. Remember the employer or the interviewer will be able to tell a lot about you during this period of time, so be prepared.

1. What are your future vocational plans?
2. How do you spend your spare time? What are your hobbies?
3. In what type of position are you most interested?
4. How interested are you in sports?
5. How do you feel about your family?
6. What are your ideas on salary?
7. What do you know about our company? (Very important that you know something about the company you are trying to get a job with.)
8. Why did you choose this particular field of work?
9. What type jobs have you held? How did you get these jobs and why did you leave them?
10. What subjects did you like best while in school? Least? Why?
11. Why do you think that you would like to work for our company?
12. Do you prefer any certain geographic location?
13. Do you have a girl? Is it serious?
14. How much money do you hope to earn by the age of 30? 35?
15. What do you think should determine a man's progress in a good company?
16. Why do you think that you would like this particular type of work?
17. What is your father's occupation? Mother's?
18. Are you looking for a permanent or temporary job? How permanent or temporary?
19. Do you prefer working with others or by yourself?
20. What kind of boss do you prefer?
21. Are you primarily interested in making money or do you feel that service to your fellow man is a satisfactory reward?
22. Can you take instructions without getting or feeling upset?
23. Do you live with your parents? Which one of your parents has had the most important influence on you?
24. How did previous employers treat you?
25. What have you learned from other jobs that you have held, that might help you on future jobs?
26. Can you get recommendations from previous employers?
27. What interests you about our product or service?
28. How long do you expect to work?
29. Have you saved any money?
30. Do you attend church?
31. Do you like routine work?
32. Do you like regular hours?
33. What size city do you prefer?
34. What is your major weakness?
35. Define cooperation.
36. How do you usually spend Sunday?
37. Have you ever had any serious injuries or illness?
38. Are you willing to go where the company sends you?
39. What job in our company would you choose if you were entirely free to do so?
40. What types of people seem to rub you the wrong way?

HOW YOU CAN MAKE A BAD IMPRESSION WITHOUT REALLY TRYING

1. Many job seekers will show too much interest in the starting salary of the job and too little interest in other things that are more important.
2. Not certain in what ones long range goals are.
3. Too much expected too fast. Not willing to take a step at a time and work up the ladder. Remember a house is not built from the roof down, it has to start with a solid foundation.
4. Feet not on the ground.
5. Too much stress placed on security compared with opportunity.
6. Failure to first investigate the company or industry before applying for the job.
7. Poor expression, either orally or in written application. Poor voice, diction, grammar.
8. Inability to sell himself.
9. Conviction of no opportunity in this area.
10. POOR PERSONAL APPEARANCE.
11. Overbearing, overaggressive, conceited, know-it-all.
12. LACK OF PLANNING FOR CAREER. . . . NO PURPOSE AND GOALS.
13. Lack of interest and enthusiasm.
14. Lack of confidence and poise. . . nervousness. . . ill at ease.
15. Make excuses.
16. Lacks maturity.
17. Lack of manners.
18. Condemns past employers.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand shake.
21. Friction with parents.
22. Loafs during vacations.
23. Sloppy application form.
24. Merely shopping around.
25. Wants job for only a short time.
26. Little sense of humor.
27. No interest in company.
28. Unwillingness to go where company wants to send him.
29. Low moral standards.
30. Lazy.
31. Narrow interest.
32. Spends much time in movies.
33. Poor handling of personal finances.
34. Inability to take criticism.
35. Lack of appreciation of the value of experience.
36. LATE TO INTERVIEW WITHOUT A GOOD REASON.
37. NEVER HEARD OF THE COMPANY.
38. Failure to express appreciation for interviewer's time.
39. ASKS NO QUESTIONS ABOUT THE JOB.
40. Indefinite response to questions.

From: "Choice or Chance"
Oakland Unified School District
Oakland, California

CANDIDATE EVALUATION FORM

(Name) ______________________

(Date) ______________________

(Job applied for) ______________________

INSTRUCTIONS: PREPARE THIS FORM ON EACH JOB CANDIDATE INTERVIEWED, EVALUATE AND CHECK EACH ITEM. BE SPECIFIC IN YOUR COMMENTS. IF CANDIDATE IS EMPLOYED, SEND THIS FORM WITH EMPLOYMENT PAPERS FOR EVENTUAL FILING IN EMPLOYEE RECORD FOLDER. IF CANDIDATE IS NOT HIRED, RETAIN THIS COMPLETED FORM AND THE APPLICATION FOR A PERIOD OF 18 MONTHS.

PERSONAL:	ABOVE STANDARD	MEETS STANDARD	BELOW STANDARD	COMMENTS
1. How neatly groomed is he?	______	______	______	______________
2. How does he carry himself?	______	______	______	______________
3. Does he appear to be physically able to handle this work?	______	______	______	______________
4. How sincere does he seem?	______	______	______	______________
5. How alert does he appear?	______	______	______	______________
6. How mature does he seem?	______	______	______	______________
7. Does candidate have adequate transportation?	______	______	______	______________
8. Does he meet minimum educational requirements?	______	______	______	______________
SOCIAL:				
1. How well does he talk?	______	______	______	______________
2. How sociable does he seem?	______	______	______	______________
3. Does he participate in group activities?	______	______	______	______________
4. Any suggestion of leadership abilities?	______	______	______	______________

	ABOVE STANDARD	MEETS STANDARD	BELOW STANDARD	COMMENTS
6. Does family life seem happy?				
7. Does spouse approve of this work?				
8. Women - Any child care problems?				
9. How responsible does he seem?				
OCCUPATIONAL:				
1. Does work record suggest stability?				
2. Is work experience related to job applied for?				
3. Does job history indicate initiative on applicant's part?				
4. Does he enjoy team work?				
5. Does experience suggest habits of aggressiveness?				
6. Does job history indicate willingness to assume responsibility?				
7. Does he have healthy outlook toward work?				
8. Does job history indicate adaptability to varying job pressures?				

HIRE Date__________
________ A. (Initiate employee packet)
B. (File - Employment Record Folder)

CONSIDER
________ (Hold for final decision)

REJECT
________ (Retain - see above)

ACTION TAKEN____________________

DATE__________ TIME OF INTERVIEW________ (AM/PM) ________ (Signature) ________ (Title)

UNIT 32. YOUR FIRST FEW DAYS ON THE JOB

PURPOSE OF UNIT: This unit of study is designed to help make the student aware of what to expect the first few days on the job. In spite of all that can be said and taught about the first few days on the job, they can be difficult days for the new worker. There are several significant things to be remembered by the student that will help him get off to a good start on the job.

TEACHERS' SECTION

A. Teacher Objectives
   1. To understand the importance of making a good impression the first few days on the job.
   2. To stress the importance of developing and using good work habits.
   3. To emphasize the importance of showing a genuine interest in the company and especially in the job.
   4. To help the student realize the need to develop good relationships with his supervisor and fellow employees.

B. Suggested Teaching Activities
   1. Let a student put on a demonstration of being neat while working.
   2. Compile a list of "dos" and "don'ts" regarding work habits.
   3. Bring in employers and employees to talk on work habits.
   4. Put on a skit about being on time and ready to go to work.
   5. Give assignments for short talks about how to behave on the job.
   6. Work up a question and answer period about points that should be remembered by all the students.
   7. Ask students to demonstrate appropriate dress for their chosen occupation.
   8. Develop a list of appropriate work attitudes.
   9. Give a class assignment and have students pretend that it is their first day on the job. Ask the students to evaluate each others work.
   10. Keep the students aware that the school is a large industry, producing educated students as a product and that the setting represents many of the facets of working on a job. Poor marks at school may be equated to dollars lost on the job.

C. Factors to Consider
   1. Good working habits
   2. Get to work early
   3. Don't be afraid to ask questions
   4. Write it down if you feel you might forget
   5. Get along with the boss and your supervisor
   6. Get along with fellow employees
   7. Be dependable and trustworthy

8. Be neat in appearance and work
9. Avoid cliques
10. Don't be a clock watcher
11. Show a positive attitude toward your work
12. Get assistance when needed
13. Respect seniority and its privileges
14. Know company policies and regulations and follow them
15. Start and continue to do a little more than is expected

D. References

1. How to Get a Job, Dresse, SRA, 259 Erie Street, Chicago, Illinois.
2. Getting a Job with a Future, Biegeleisen, Grossett and Dunlap Publishers, New York, New York.
3. You and Your Job, J.G. Ferguson Publishing Company, Chicago, Illinois.
4. How to Fill out Application Forms, Hobbs, Dorman and Company, New York, New York.
5. Film: "So You Want A Job", Popular Science.
6. Film: "Manners Made Easy", Department of Education Film Library, Little Rock, Arkansas.
7. Film on interviews available from the Bell Telephone Company.
8. We Want You, Mary G. Turner, Nobel and Nobel, Publishers, Inc., 750 Third Avenue, New York, New York.
9. Jobs in Your Future, Miriam Lee, Scholastic Books Services, New York, New York.

THE FIRST DAY ON THE JOB

STUDENTS' SECTION - UNIT 32

A. Student Behavioral Objectives

Upon completion of this unit, the student will be able to:

1. List at least five of the seven character traits that are important for job success as presented in this unit.
2. Write, to the satisfaction of the instructor, a short essay about what to expect the first few days on the job.
3. List at least five "dos" and five "don'ts" concerning the first few days on the job which, in the judgment of the instructor, are applicable to the students' occupational choice.
4. Describe the type of uniform or dress that will be required, to the satisfaction of the instructor, for the occupation of the student's interest.
5. Identify the two requisites for advancement and promotion as listed in the unit.
6. Correctly respond to at least 80% of the questions on a teacher-made objective test concerning the material presented in this unit.

B. Pretest

Directions: On a blank sheet of paper write the numbers 1 through 15. Read each of the following statements and indicate on your answer sheet whether you believe each statement to be true or false.

1. Your actions the first few days on the job have little bearing on your future employment.
2. You should not ask questions the first few days on the job because it shows you are stupid.
3. The worker should keep an open mind for learning.
4. There is very little that you can do to get along with your co-workers.
5. If you are displeased with your boss you should wait until you get away before sounding off.
6. Asking questions means you are interested in your job.
7. During the first few days on the job you should hide all your mistakes.
8. It is not important to let your foreman know ahead of time if you are not able to get to work.
9. If you do not show up for work the company may lose money.
10. If you do not want to go to work it is acceptable to call in that you are sick.
11. Neatness is an important factor in holding your job.
12. 80% of the jobs lost are lost because the worker cannot get along with others.
13. The first few days on the job there is no need to write down important information.
14. As the worker learns more he is worth more to the employers.
15. Personal appearance is the only neatness expected of the employee.

C. Body

Getting a job is only the beginning of your career. You want to keep the job, and you want to get ahead in it. To hold the job through the first few days and weeks of employment when you are still on trial will require a great deal of concentration on your part.

Reporting for work the first morning is an interesting experience. Everything will be new and strange to you. But most young people like adventure and the challenge of meeting new situations. Be sure to report for work on time. The only way to be sure of being on time is to plan to be somewhat ahead of time. Later you will learn how much time you must allow for traffic and other unforeseen delays. It is especially embarrassing to be late your first day, and it makes a poor impression on your employer.

Learning the responsibilities of the job is the first requirement. Someone will usually be assigned to instruct you, but you will be expected to develop your own skills and judgment as you progress. The employer or supervisor will generally explain the nature of your duties. You may undergo a period of training before you start to work, or the supervisor may give you a brief explanation of your duties and put you to work immediately.

Listen carefully to the instructions and proceed as best you can. Write down in a pad you should have with you any instructions which, if forgotten, could cause you to make a mistake later. Don't hesitate to ask questions when you need to, but don't bother your supervisor unnecessarily. Maybe a fellow worker can give you the help you need. Concentrate on your work. Be friendly to your fellow workers. They understand that you have a lot to learn, and if your attitude is right, they will help you. Your first days of work experience will be some of the most interesting days of your life.

You should take advantage of all the training courses that the firm has to offer its employees. Participation in these courses will give you a better insight into your job. The employer generally does not expect you to be his servant, but he does want you to recognize his position of responsibility and his greater experience. He expects you to follow his directions, even though you may think you have a better way to do the job. Suggestions for improvement can come after you have mastered his techniques and earned his respect.

As the days pass, you will develop more confidence in your ability to meet the demands of the job. Keep in mind that certain qualities of character and personality are important for continued success in any job. Develop these traits and practice them until they become habits. Not only will they help you to succeed on the present job, but they will help you in moving up the ladder to a position of responsibility.

Dependability - If you are dependable you will avoid tardiness, clock watching, and taking a day off when the mood strikes you. The dependable employee does a full day's work every day, and can be counted on to get his work done and to provide extra help when the need arises.

Efficiency - Your employer is interested in getting things done right the first time--and quickly. Speed and accuracy are musts. The worker who has to spend hours at every task in order to get it done right is of little value to his firm.

Honesty - Dishonesty can be the downfall of any worker. You will make mistakes from time to time, but admit them willingly and accept correction gracefully. Your employer will consider you a valuable employee when he knows that the work given you will be done satisfactorily.

Congeniality - Learning how to get along with your supervisor and your fellow workers is essential to your job success. You will find people more cooperative if you do your best to maintain good relations with them.

Courtesy - Tactful treatment of your associates and the public is essential in any job. Your best course is to keep your temper and try to overlook trivial incidents. It is the mature thing to do.

Neatness - Neatness is an asset in any job. Wasting materials or the failure to keep tools and equipment clean and in order indicates poor habits.

Health - Health and safety habits are important. Sleepy, yawning workers slow down production and business. Workers who disobey safety regulations are dangerous both to themselves and to others. If safety clothing is required, there is a good reason for it. Pay attention to danger and other warning signals.

Why people fail on the job - Lack of responsibility on the job is the overwhelming cause of failure. This lack of responsibility expresses itself in such ways as unwillingness to take directions, unnecessary absences and tardiness, indifference to duty, and idle talk that creates trouble. Such irresponsible attitudes are far more often the cause of discharge than lack of skill or talent. If you want to hold the job, you must be just as much concerned with your personal attitude and behavior as you are with technical proficiency.

Winning a promotion - You can win promotions for yourself if you have the determination to get ahead and some of the necessary basic talents. Adequate education and training are the first requisites. There is no substitute for actual knowledge and skill in the work. Those employees who have learned the work from the ground up and have proved their capacities have a head start up the promotional ladder over inexperienced outsiders.

Formal education is one of the surest ways to assure promotion. The college graduate has a much better chance than others to step into an executive position. A good substitute for this formal education is the inservice program of training that many firms have developed to promote workers from within the ranks. Participation in these courses demonstrates the worker's interest in promotion and his executive talents.

The capacity for leadership wins promotions. Management is always in need of persons who have the respect of their fellow workers and know how to guide the activities of others. Such leadership requires an understanding of the worker's problems and talent in getting the other persons to produce at a maximum level of performance. Leadership develops as you gain confidence in your abilities and in your capacity to influence others.

Mature judgment outweighs all other considerations for promotion. If you want to become an executive, you must expect to accept responsibility for making decisions. Then you must take the praise for success and the blame for failure without losing your sense of balance,

Reaching the top of the ladder demands the best in each of us. The final rung in your promotional ladder will depend on how well you can develop mature judgment through your education and experience. The time to plan your drive and to develop the personal qualities needed for success is now, not after you have launched your career.

D. Review

1. What are good work habits?
2. Who must I satisfy with my work?
3. What items do you want in a job?
4. What does an employer expect from an employee?
5. What does an employee expect from his employer?
6. Should you expect to start at the top of the ladder?
7. Should you take pride in the work that you do?
8. Will your first job have any bearing on your next job?
9. Are you a good investment for your employer?
10. Do you feel that you determine your future salary as much or more than anyone else?
11. What are seven basic factors to consider the first few days on the job?
12. What should a new worker do when he makes a mistake?
13. Why should a new worker ask questions?
14. What are some excusable reasons for missing work?

APPENDIX

* APPENDIX A

SUGGESTED GUIDELINES FOR SPEAKERS FOR VOCATIONAL ORIENTATION

After the initial contact has been made:

1. Obtain background information about the speaker in order to present this in introducing him.
2. Send the speaker a copy of these guidelines.
3. Provide information to the speaker describing the type of students and the program.
4. Request the speaker, in his remarks, to urge students to graduate from school and to discourage dropouts.
5. Ask the speaker to cover:
    a. job opportunities
    b. types of occupations in his business field
    c. job requirements
    d. attitudes
    e. attendance
    f. Training and education needed by the student for this type of work should be related to the industry being discussed.
    g. How do we get this type of training in high school?
6. Ask the speaker to cover this question: What are the satisfactions that workers have from this type of work?
7. Indicate to speaker that maximum speaking time should be held to thirty minutes so that there will be time for student questions.

Hints to Vocational Orientation Teacher

8. Prior to the speaker's visit, orient students to the industry or field to be discussed, include the use of filmstrips when they are available. Prepare students with outline sent to speaker so that they can be prepared to ask questions about items the speaker may not cover in his talk.
9. Provide follow-up with students the next day and thereafter. A well prepared notebook by the students will provide records of vital information needed for them to make decisions about the occupation explored.

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* The content of items 5-8 to be covered by speaker should coordinate with the content being studied by the students.

APPENDIX B

*STUDENT PERSONAL DATA FORM**

To the Student:

The purpose of this form is to bring together essential information about you, so that your teacher will know you better. Answer the questions frankly and completely as possible. The forms are for confidential use only.

NAME__________________________________ AGE_____ DATE__________
HOME ADDRESS__________________________________ PHONE__________
PLACE OF BIRTH______________________________ DATE OF BIRTH________
FATHER'S or GUARDIAN'S NAME__________________________________
FATHER'S OCCUPATION__________________________ HIGHEST GRADE COMPLETED____
MOTHER'S OCCUPATION__________________________ HIGHEST GRADE COMPLETED____
OLDER BROTHERS AND SISTERS:

SEX (M or F)	*APPROXIMATE AGE*	*HIGHEST GRADE COMPLETED*	*OCCUPATION*

WAS YOUR LAST YEAR'S SCHOLASTIC STANDING HIGH?_______ ABOVE AVERAGE?_________ AVERAGE?_________ BELOW AVERAGE?_______ LOW?_______ (CHECK ONE)

LIST THE SUBJECT THAT: YOU LIKE BEST:________________YOU DISLIKE MOST:______ __________ IS EASIER:________________ IS HARDEST:__________________

DO YOU PLAN TO GRADUATE FROM HIGH SCHOOL?______________________________
IF YOU DO NOT PLAN TO GRADUATE, CIRCLE THE LAST GRADE WHICH YOU PLAN TO COMPLETE:
GRADE 9 10 11 12

STATE BRIEFLY THE CHIEF REASON WHY YOU MIGHT LEAVE SCHOOL.________________
____
____

WHAT OCCUPATIONS OR FIELDS OF WORK HAVE YOU CONSIDERED FOR YOUR LIFE'S WORK?
1st CHOICE____
2nd CHOICE____
3rd CHOICE____

IF YOU COULD DO JUST AS YOU WISHED, WHAT WOULD YOU WANT TO BE DOING WHEN YOU ARE AROUND 30 YEARS OF AGE?____

HOW MUCH SCHOOLING DO YOUR PARENTS OR GUARDIANS WANT YOU TO COMPLETE?_________
____

WHAT VOCATION DO YOUR PARENTS WANT YOU TO FOLLOW?________________________
___________ *WHY?*____

**Reproduced from N. Carolina's Introduction to Vocations Teacher's Guide.*

APPENDIX C

Success
Prosperity
Happiness

HOW TO BE LIKED

1. Always recognize and be considerate of the feelings of others. This is the prime attribute of a good leader.

2. Learn to really understand and like people in general. Their attitude toward you is a reflection of the way you feel toward them.

3. Learn to be a good mixer. This means being kind and friendly to all those with whom you come in contact.

4. Become interested in what the other fellow is doing. Incidentally, you might learn something of value.

5. Always respect the other fellow's right to his own opinion. You do not have to agree with him.

6. Never tease or joke about facts to which others might be sensitive. Those "twits" are sharp daggers capable of inflicting deep and permanent wounds.

7. Be a builder-upper. When you boost the other fellow, your own stock goes up.

8. Be cheerful even when you feel "down." There is enough gloom in the world already.

9. Learn to be a good listener. Your mission in life is not broadcasting.

10. Develop a sense of humor. A good laugh is better medicine than the doctor's pills.

11. Cultivate unselfishness. The infant is born selfish - you should have grown since birth.

12. Be fair-minded. What a person is and does determines his worth, not where or how he was born.

(Louisiana Guidance Service)

FILMED FROM BEST AVAILABLE COPY

APPENDIX D

dear kid:

TODAY you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with polished shoes and a necktie. What was so special about him? Not experience; neither of you had any. It was his attitude put him on the payroll instead of you. Attitude, son. A-T-T-I-T-U-D-E. He wanted that job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire people aren't "with" a lot of things. We know more about Bing than about Ringo, and we have some Stone-Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one you'd better tune to our wave length.

Ever hear of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem ....
What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

Look kid: The only time jobs grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job like you get a girl: "Case" the situation, wear a clean shirt, and try to appear reasonably willing.

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him.

For both our sakes, *get eager,* will you?

The Connecticut State Employment Service has been granted permission from Donald E. Wood, Editor, Automatic Machining Magazine to reproduce this editorial. We are attempting its dissemination on a wide scale as a message to the youthful job seekers from the hiring side..........Mary M. Dewey, Director

APPENDIX E

NAME____________________________

DATE____________________________

RATING__________________________

SELF ANALYSIS OF PHYSICAL CHARACTERISTICS

Frequently we offend others unknowingly. The list below was compiled from the results of hundreds of answers to the question "What physical traits keep people from presenting a good appearance and hence hurt their personalities?" Place a check mark before each thing that applies to you.

____Dirty fingernails
____Dirty hands
____Beard
____Yellow or unclean teeth
____Visible blackheads
____Pimples on face
____Dirty neck
____Dirty ears
____Greasy hair
____Dirty scalp
____Dandruff
____Hair too long
____Ragged fingernails
____Dirty shirt
____Soiled underclothes
____Baggy trousers
____Unshined shoes
____Dirty, dusty shoes
____Body odor
____Halitosis
____Too few baths
____Inappropriate clothes
____Stoop shoulders
____Awkward posture
____Hair not combed
____Greasy skin
____Broken shoestrings
____Buttons missing
____Clothes fitting poorly
____Dirty handkerchief
____Dirty collar and cuffs
____Run-over heels

Number of checks______

If you have checked fewer than five items, you are neater and better groomed than the average college student.

If you have checked between five and ten items, you are below average in neatness and should do something about it now.

If you have checked more than fifteen, you are in pretty bad shape. Drastic action is necessary.

Look over the items that you checked. Each one is a personality defect in the eyes of other persons. Each defect can be eliminated.

APPENDIX F

By: Mrs. Scott G. Dickinson
C. C. Erwin Jr. High

"WHAT'S MY LINE"

The learning activity which has been most meaningful to my I.V. classes is the game, "What's My Line," as it was played on television some several years ago.

First, every student looks up a job of his own choosing and prepares himself to answer questions concerning this job. Then, as we play it, the teacher select a panel of four, plus a timekeeper. (These four panel members are the top four students in the class, and the timekeeper is often the slowest.) This selected panel questions four students who are usually volunteers. The students who are questioned can only answer "yes" or "no," but the moderator, (in this case, the teacher), might have to intervene now and then to qualify an answer.

Each panel member questions one minute, after which the timekeeper blows the whistle and the next panel member takes up the questioning where the last member left off. In the event the panel does not guess the job in seven minutes, the student being questioned tells what he does. After this selected panel has questioned the four volunteers, the four having been questioned serve as panel members and four more volunteers are questioned. Thus, each student serves as a panel member and as the guest with the job.

I have found that if the panel members are provided with some of the leading questions, the game gets off to a good start, and the students relate to the theory of job studies. We usually start by finding out whether the job is of a manual, mechanical, etc., nature. This also helps to keep the audience "on their toes."

This game has proved more successful in my classes than anything we have tried other than field trips.

APPENDIX G

OUTLINE FOR NOTETAKING

Each student may want to keep notes and place them in their planbooks. The following is a suggested outline.

1. Films and filmstrips shown
    a. Title and publisher
    b. Detail information gained
    c. A statement of moral of the film or filmstrip
    d. Likes and dislikes of film or filmstrip
2. Visiting speakers or lecturer
    a. Date of appearance
    b. Name and title
    c. Where employed
    d. Occupation and classification of occupation
    e. Subject and text of lecture
    f. Qualifications necessary to get his job
    g. Working conditions
    h. Possibilities for advancement
    i. Salary (approximate)
    j. Approximate life of the occupation
    k. Questions asked and information gained
3. Field trips
    a. Date and place visited
    b. Reason for visiting this place
    c. Number and classification of occupations there
    d. Questions asked and answers given
    e. Information gained from questions
    f. Things learned from trip, numerically
4. Teacher lectures
    a. Topic discussed
    b. Information gained
    c. Questions asked
    d. Answers given
    e. Concise statements of information gained from lecture
5. Classroom reports
    a. Subject and date of the report
    b. By whom given
    c. Source of information for report
    d. Important excerpts from the report
    e. Information gained from report

APPENDIX H

ADVISORY COMMITTEE
A GUIDE FOR VOCATIONAL ORIENTATION TEACHERS

by
David R. Grim

ACKNOWLEDGEMENT

The basic format for this guide was taken from a handbook developed by Ward R. Robinson and Walter L. Cox, Jr. for use by vocational teachers of occupational information in the State of North Carolina.

FOREWORD

In order for a vocational orientation program to function most effectively, it is essential to have the cooperation of the total school as well as a good working relationship with the school community. Advisory committees have been used successfully in other vocational programs of the school, and should prove to be a logical solution to many of the problems facing the vocational orientation teacher.

Gaining community involvement takes skill and initiative on the part of the teacher. Many teachers fail to recognize the importance of securing community involvement while others recognize the need but lack the necessary training and knowledge required to establish active involvement.

The purpose of this guide is to furnish the vocational orientation teacher with suggestions on one of the most effective ways of fostering a good working relationship with the community, namely the establishment of an advisory committee. This guide deals with the organization, functions, and operation of such an advisory committee.

ADVISORY COMMITTEE DEFINED

An advisory committee is composed of key laymen and educators who provide lines of communication between the school and community, thereby assisting educators in building sound programs based upon student needs and community needs.

PURPOSES OF AN ADVISORY COMMITTEE

The main purpose of an advisory committee is to establish communication between the school and the community so that the quality of the program of instruction may be maintained and further improved. In order to accomplish its intended purpose the following functions are recommended:

To serve in a counseling and consulting capacity for the vocational orientation program.
To assist the vocational orientation teacher in the following activities:
1. Planning activities which will be of interest and value to students

involved in the vocational orientation program.
2. *Revising the course of study to meet the changing needs of students preparing for the world of work.*
3. *Developing and conducting a good public relations program.*
4. *Evaluating the vocational orientation program. This should be done continuously in order to ascertain whether the program is providing the kind of information necessary for students of this age level.*
5. *Conducting community surveys.*
6. *Selecting equipment and instructional supplies for the program.*

ORGANIZING THE ADVISORY COMMITTEE

There are certain recommended procedures a teacher should follow in establishing an advisory committee for the vocational orientation program. The success or failure of an advisory committee will depend upon the ability and willingness of its members to contribute their services. It is imperative that they be willing to serve and also be the kind of individuals that can work effectively for the good of the educational program.

When establishing an advisory committee for the first time, it is important that certain procedures be developed which the teacher can follow in appointing and organizing a committee. Some problems are likely to be encountered in organizing a committee for the first time. Experience has shown that some procedures are better than others. Some recommended guidelines are as follows:

1. Secure school board approval. Before any attempt is made to organize and establish an advisory committee, the vocational orientation teacher should obtain the approval and support of his local school board. This board is responsible for the operation of its schools, and when any attempt is made to plan or establish an advisory committee, the board's approval should be obtained in advance. This approval should be obtained by going through the proper channels, specifically, the vocational orientation teacher to the principal, the principal to the superintentent, and the superintendent to the local school board. At times the superintendent may call on the vocational orientation teacher to explain the functions of such an advisory committee to the school board, so a teacher should be well versed in advisory committee procedures.

2. Select potential members for the advisory committee. Selecting committee members should be a cooperative effort between the school and the community. The high school principal and other vocational teachers should be consulted for advice and guidance before proceeding. An effort should be made to obtain the advice of persons from industry, merchant associations, civic organizations, religious groups, educational leaders, unions, governmental agencies, and others. Consideration should be given to the selection

APPENDIX B (Cont.)

of the schools guidance counselor and a former vocational orientation student if available.

There are at least three essential qualifications that should be considered when selecting members for the advisory committee:

(1) Their experience should be successful, recent, first-hand, and practical in the area in which they are to serve.

(2) They should be able and willing to provide the necessary time that will be required to perform their assigned tasks.

(3) They should be individuals of outstanding character.

Because of the nature of the vocational orientation program, members should be selected from as many occupational categories as deemed practical. Areas that should be considered include manual, mechanical, clerical, sales, service, professional, technical, and managerial.

3. Secure final approval of the school board. Regardless of the method used for selecting members of the advisory committee, the final approval must come from the school board. One way to accomplish this is to submit the names of twelve or fifteen potential members to the board requesting the approval of seven or nine members to actually serve on the advisory committee. The recommended number could vary according to the size of the community. Prior commitment as to willingness to serve on an advisory committee should be secured from the potential members before submitting their names to the school board.

4. Advise selected members of their appointment to the advisory committee and set the date, time, and place of the first organizational meeting. Upon approval by the board, a letter of appointment should be sent by the superintendent to the members advising them that they have been selected to serve on the advisory committee for the vocational orientation program and that their attendance is requested at a specified time and place for the organizational meeting.

5. Conduct the first organizational meeting. It is extremely important that this meeting be well organized and conducted. If the first meeting is properly conducted, the new members are well informed, and a degree of rapport is established, continued participation will probably be forthcoming. The following suggestions will assist the vocational orientation teacher in his preparations for the first meeting of the advisory committee:

(1) Be sure that each member has been informed of the date, time, and place of the meeting several days in advance. A personal phone call to each committee member on the day before the meeting would be beneficial as a reminder of the date, time, and place.

APPENDIX H (Cont.)

(2) Be sure that the school administrators are informed and invited to attend.

(3) Prepare the agenda of the program, keeping in mind that the main objective is the orientation of the members as to the duties and functions of the advisory committee and the nature of the vocational orientation program. A sample agenda for the first meeting is given in the next section.

(4) Start and adjourn on time.

(5) Consider the possibility of a dinner meeting or otherwise arrange for some light refreshments. It is suggested that all meetings be conducted on an informal basis with the aim of creating a friendly atmosphere.

(6) Selection of a chairman by the democratic process from the committee's ranks is one of the most acceptable methods used. This allows each member to become a possible candidate for chairman and affords each member a voice in the selection, consequently fostering a harmonious working relationship between the committee members and chairman.

(7) If at all possible, the vocational orientation teacher should not serve as chairman of the advisory committee because his primary purpose in being present is to seek advice from the committee members. He should serve as temporary chairman for the first organizational meeting until a chairman is selected from the committee members.

(8) A friendly phone call to each of the committee members on the day after the meeting to thank them for attending would be beneficial in maintaining good relations.

ADVISORY COMMITTEE OPERATION

1. A suggested agenda for the first organizational meeting could include the following:

(1) Welcome participants.

(2) Reasons for organizing a vocational orientation advisory committee.

(3) Advisory committee functions.

(4) Objectives of the vocational orientation advisory committee.

(5) An overview of the vocational orientation program.

APPENDIX H (Cont.)

(6) Organizational structure to include:
   (a) selection of officers
   (b) selection of time
   (c) selection of date
   (d) length of meetings.

2. Duties of the chairman. The primary responsibility of the chairman is to preside at all committee meetings. Other duties that should be considered responsibilities of the chairman are:

(1) To work closely with the vocational orientation teacher at all times.

(2) To assist the vocational orientation teacher in preparing the meeting agenda.

(3) To appoint all subcommittees.

(4) To represent the advisory committee when it is deemed desirable or necessary.

(5) To call special committee meetings.

3. Duties of the vocational orientation teacher.

(1) To serve as secretary for the advisory committee.

(2) To keep his principal and superintendent informed of the results of each committee meeting.

(3) To put into practice, with the principal's and superintendent's consent, the advisory committee's suggestions believed necessary to improve the vocational orientation program.

(4) To notify members of the advisory committee of the date, time, and place for each meeting.

(5) To work with the chairman in preparing the agenda prior to each meeting.

(6) To provide a meeting place for the advisory committee.

(7) To establish lines of communication between the school and the advisory committee. It is suggested that all communications be written rather than verbal, thus lessening the possibility of misinterpretation.

APPENDIX H (Cont.)

4. Term of advisory committee membership. The term of membership should be determined prior to establishing a committee. It is suggested that the original appointments be for one year terms, then active members could be reappointed for rotating terms. This method would provide for staggered replacements so that the committee would always have both experienced and new members serving at the same time after its first year. When a member's term has expired he might be considered for an additional term if he had been a valuable contributor.

5. Number of meetings. The number of advisory committee meetings should be determined by the vocational orientation teacher prior to the selection of a committee. A system of regular meetings is favored over one of irregular meetings. This system provides committee members ample time to make arrangements to attend meetings. Regardless of the system adopted, consideration should be given to the wishes of committee members. Meetings should not be held unless there is business to be conducted.

6. Letter or certificate of appreciation to former members of the advisory committee. When members have served their term on the advisory committee, they should be given a letter or certificate of appreciation. To give it status and make it official, the letter or certificate should come from the superintendent or chairman of the school board.

OBTAINING ADDITIONAL HELP

If at any time additional help or information is needed in establishing a consulting or advisory committee, the vocational orientation state staff and University of Arkansas personnel who have had experience in this area should be consulted. Their services are available and should be used as needed.

APPENDIX H (Cont.)

PRIORITIES SHOULD BE DETERMINED BY AN ADVISORY COMMITTEE